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ABSTRACT

Materials presented in this curriculum guide are designed to provide students with the information and skills they need to work effectively in task-oriented groups. The curriculum is presented in eight self-contained units or modules, each of which emphasizes a particular set of group interaction attitudes, knowledge, and skills. These include communicating successfully, using group resources advantageously, resolving conflicts, planning and working with others, evaluating group accomplishment and affinity, setting examples and sharing leadership, making and carrying out group decisions, and cooperating to accomplish the required task. For each module, worksheets are provided for the students, and related objectives, teaching suggestions, and evaluation procedures are provided for the teacher. All modules follow the same general outline: Preparation for module phase, problem exposure phase, instructional phase, and application phase. Approximately half the document is a section on teaching suggestions. This section is divided into subsections which correspond to the eight student modules. Each subsection includes a list of group objectives, a list of individual student objectives, instructions for using the student worksheets, teaching suggestions for additional student activities, and a group observation form. (TA)

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INTERACTION

Learning Leadership/Membership Skills

A Research Curriculum
In Cooperative Group Interaction
Field Test Version

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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INTRODUCTION

TEACHER'S NOTE. *This Introduction contains a general description of INTERACTION modules and how to use them. Please review this as well as the specific Teacher Suggestions given in this manual before you begin using an INTERACTION module in your classroom.*

RATIONALE AND PURPOSE

The individual in our society is faced with increasing demands for competent performance as a member--and often as a leader--of groups. Such groups are found in all aspects of a person's life--in the family, the community, and the world of work. Besides being invaluable for effectively accomplishing a task, cooperative relationships with other people are often a major source of motivation, satisfaction, and happiness for the individual.

A successful person must have certain technical and cognitive skills to develop a career and contribute to the common cultural base of our society. Technical and cognitive skills are of no use, however, if they cannot be applied in cooperative efforts.

The need for interaction skills is especially apparent in the economic world. A satisfactory career--finding, maintaining, and advancing in employment--depends a great deal upon a person's ability to work cooperatively. Persons who cannot communicate, build meaningful relationships, or manage conflicts constructively are usually not selected for retention and promotion within economic organizations. Such abilities, however, cannot be acquired quickly or easily. They require extended learning and intensive practice in a variety of real groups. They require, in fact, a lifetime of attention and study.

Traditionally, the family has been charged with the responsibility for imparting cooperative attitudes and skills to young people, and the task has been rather informally defined. Often, however, the family cannot be relied upon to perform that task, and more formal learning opportunities must be found.

Such formal learning might be provided in the public school system. There young people can acquire the necessary learning and experience the necessary practice in a wide variety of group situations. At the same time, an introspective eye can be focused upon the very concepts of leadership and membership which make such groups work. In spite of the obvious educational imperative, however, there seems to be a marked absence of curricula aimed at the socialization of group skills and attitudes, and the teacher who wishes to address these areas may find it difficult to find suitable student materials.

This curriculum responds to that need by providing goals and objectives, instructional content, learning experiences, and assessment means and methods for teaching students the attitudes and skills they need to work effectively in task-oriented groups. These skills and attitudes are inherent in the following group-related competences:

- communicating successfully;
- using group resources advantageously;
- resolving conflicts which arise;
- planning and working with others;
- evaluating group accomplishment and affinity;
- setting examples and sharing leadership;
- making and carrying out group decisions; and,
- cooperating to accomplish the required task.

What is now known about the leadership-membership continuum of social and personal behavior indicates not only that can the above skills be identified and learned, but also that the best time to learn such skills is during the formative years of youth. Provided here, by design, is a curriculum for use in the public schools which offers students practical, tangible learning experiences about leadership and membership in task-oriented groups.

AN OVERVIEW OF THE CURRICULUM

The purpose of the INTERACTION curriculum is to provide students with the information and skills they need to work effectively in task-oriented groups. The curriculum is presented in eight self-contained units or modules, each of which emphasizes a particular set of group interaction attitudes, knowledge, and skills. While it is recommended that all eight modules be presented as a curriculum, all the modules are self-contained and any one can be used independently.

I. COMMUNICATING presents ways people can improve communication and shows how effective communication can support group performance.

II. USING RESOURCES helps group members identify and use their own individual resources to accomplish a group task.

III. RESOLVING CONFLICTS provides insight into causes of group conflict and introduces methods for solving such problems.

IV. PLANNING leads students through a step-by-step planning process which can be applied to individual as well as group activities.

V. EVALUATING provides a process for assessing the cohesiveness and performance of the group.

VI. SHARING LEADERSHIP examines the qualities of leadership and the effects of the use and misuse of power.

VII. MAKING DECISIONS presents seven methods for making decisions and shows how to determine the appropriate method for a given situation.

VIII. COOPERATING summarizes the curriculum by showing ways group can work together harmoniously.

For each module, INTERACTION provides worksheets for the students and related objectives, teaching suggestions, and evaluation procedures for the teacher. For an effective program, the objectives should be approached and the worksheets should be presented in the sequence given. There is, however, much room for flexibility in the curriculum. You should choose the specific context or setting, the particular problems, tasks, and situations, and the teaching method which works best for you and your students.

ORGANIZATION OF THE MODULES

All modules follow the same general pattern outlined below. Student materials are contained in a series of worksheets. Masters are provided for the program; you can duplicate the number you need for your students. Instructions for presenting the worksheets are included in this manual, as are additional activities and evaluation forms for you to use. Each module is presented in the following sequential phases.

- Preparation for Module Phase. This phase is represented by the first student worksheet in each module. Questions guide students in evaluating their personal knowledge of and skills in the INTERACTION area emphasized in that particular module, and in relating such knowledge and skills to their daily tasks and activities. This worksheet should be given to students a day or two before beginning the second phase of the module. It can then be used as a pretest to determine your students' interests, attitudes, knowledge, and skills. The information gathered from this first worksheet will be used for class discussion later in the module (during the INSTRUCTIONAL PHASE.) Specific instructions for conducting that discussion are included in the teacher materials at the appropriate place.

- Problem Exposure Phase. Students are then presented with a simulation exercise (in one or two worksheets) in which they are given the opportunity to attempt to apply the INTERACTION skills focus of the module to a life-like problem. However, the group activities presented here are so structured that the difficulties and challenges of the INTERACTION process are emphasized. The group is not expected to succeed. After they have completed the simulation, they discuss their experience. The simulation and discussion should help motivate students to want to develop their knowledge and skills in one INTERACTION area. The purpose of this phase, then, is to allow students to experience for themselves the need for the development of INTERACTION skills.

  During this phase, you can record your observations of the group's performance. These observations can then serve as a form of pre-assessment and can help you make the INSTRUCTIONAL PHASE relevant to the unique needs of your students. You might even want to use cassette recorders to tape each group's discussion in this PROBLEM EXPOSURE PHASE activity to supplement your own written observations. To assist you in making group observations, you will fine a GROUP OBSERVATION FORM which you may duplicate and use to record your assessment of the group's interaction. Be especially attentive to students' reactions in this phase; many of them find this experience frustrating because it intentionally contains roadblocks to success. To avoid such frustration, make sure students are aware of the purpose of this phase.

- Instructional Phase. The instructional content of the module is contained in a series of student worksheets, supplemented with activities indicated in the teacher materials. Included in this manual are information sheets, activity guides, and simulations designed to present students with information and practice in the INTERACTION skills presented in the module. This phase should expand the students' understanding of the particular content and skill area of the module. They should develop a broad definition of the term being studied. In some cases, noted in the module, the INSTRUCTIONAL PHASE can be given to students as a total package. It can then be used in a self-pacing independent study approach. The INSTRUCTIONAL PHASE in other modules should NOT be given as a total package. In either case, specific instructions are presented in the teacher materials for the given module. Also, each worksheet gives instructions for its use and should be checked carefully before distribution. In some cases, the first page should be given separately from the second page. This phase is concluded by an INSTRUCTIONAL TEST, always contained in one worksheet titled "What Did You Learn?" This test can be used to determine whether or not students need additional study before going to the final phase of the module.

- Application Phase. This phase requires the most expertise on the part of the teacher and depends directly on how well the teacher knows the class. No student worksheets can be prepared in advance for this phase, as the activities contained here are to come directly from the teacher in cooperation with the students in the specific class group. In this way, students can be involved in real-life activities and can test their INTERACTION skills in a way which is believable to them. The final two worksheets in each module present two evaluation forms for students to use when they have completed the APPLICATION PHASE. "How Well Did You Do?" asks students to evaluate their own individual contributions to the group process. "How Well Did the Group Do?" asks them to evaluate the group performance. This final group evaluation should be completed first by each individual alone, and then by the small group as a whole. Through evaluation experiences such as these, students can develop an awareness of the group INTERACTION process. Thus, the evaluation process itself is as important as the conclusions reached within it.

The phases will be indicated again in each module; the general sequence should become familiar after one or two modules have been used. It's not necessary that students be informed of these specific phases in order for them to accomplish the goals set out for them in each module.

Worksheets are identified with two numbers in the upper lefthand corner. The Roman numeral indicates the module number: e.g. IV-Planning. The Arabic numeral indicates the position of the worksheet within the module; e.g. 4 = the fourth worksheet. Therefore, IV-4 indicates the fourth worksheet in the Planning module.

Throughout the curriculum the term group is used. This refers to a unit of 4 to 6 students which we suggest you establish at the beginning of the course. Activities and tasks should often be accomplished by these small groups. At times, it will be suggested that you do an activity with the total class group. When presenting a new concept, often the ideal procedure is to work with the total class group first. Present the concept, and lead the total class group through a practice session in that concept before setting up the small groups. One way of handling this presentation is to use one small group as a demonstration group and guide them through the activity in front of the entire class. Give suggestions and support as you do this. Then go into the small groups, and have them practice applying the concept.

During the time that small groups are functioning, it is important for you to circulate throughout the room and give support to the groups when they are achieving positive results. Small groups are difficult for students to handle; if it were easy, such a curriculum as this one would not be necessary. Don't expect everything to go smoothly throughout the course. Encouragement and support for the progress that students make is important to keep them working at these skills. (Think of the small groups in which you have been involved and how they functioned. You will probably remember many times when the group process seemed very frustrating to you. All the more reason why we need an INTERACTION curriculum.)

When class discussion is called for, there are two options: you can 1) lead the discussion with the entire class participating as a whole and yet draw upon the experiences of each group; or you can 2) divide the discussion time so that first each small group discusses the issue and then each group reports to the total class. In the latter, you should give the small groups the questions which are given to you as guidelines for discussions.

When timing is given throughout the curriculum, it is often estimated rather than precise. In those cases, your group of students may require more or less time to complete that activity. In the Problem Exposure Phase activities, however, the time limits given are important. Note them and adhere to them. These activities are not to be completed by the groups and the limits are important restrictions.

You may wish for students to stay in the same small groups throughout a semester or even the school year. This has one important instructional advantage; students are presented with the challange of working with whatever shortcomings and assets the group has. Many times in real-life situations, a person cannot choose to alter the membership of a group regardless of whether the group really "works" or not. However, you may find that requiring students to stay in the same small groups over a long period of time is so deadly that it detracts from the success of the total program. If that happens, it would be unwise to maintain them. You will be able to determine which alternative works best for your particular group of students. Discuss with the students your choices.

RESOURCES YOU WILL NEED

You will need a classroom with flexible seating so that your class can function both as a single large group and in small groups of 4 to 6 students each. Since much time will be spent in the small groups, you should determine some way to get from the large group to the small groups and back again efficiently.

Also, if the classroom must be used by other classes, as is often the case, establish early in the course a smooth and definite routine for returning the desks to the format used by the following class.

While these classroom logistics may seem to be unimportant, they can be used as a "group task" on a simple physical level and can often serve to illustrate problems experienced by task-oriented groups. Does someone always arrange his or her desk so that it is not really a part of the group? Does someone always "forget" to return the desk to the end-of-class arrangement? Do you get complaints from the teacher whose class follows yours about the way you leave the room? Don't dwell on logistical problems; they tend to sound absurd if you do. But do mention specific instances where improvements will contribute to group performance.

You will need access to a duplicating process for reproducing the student worksheets from the master sheets included here. Punch three holes in the worksheets so students can keep them in notebooks.

In one activity in Module I, you must make two transparancies from a master given in the teacher materials. You will need the equipment to do that, plus an overhead projector to show the transparancies.

In some cases, audio- and video-taping are recommended. While these processes are not absolutely required by the curriculum, students seem to benefit from them, especially in the areas of self-group-evaluation. You would need video equipment capable of recording and play-back, and the time and space to record each small group individually. For audio-recording, you might be able to record several groups in the same room at the same time, and will thus need several recorders and tapes. While this might seem to be expensive, all tapes can be erased and returned to the school media center at the end of the course.

Students will need loose-leaf notebooks in which to keep the worksheets and notes required by the curriculum.

EVALUATION

Evaluation forms guide you in evaluating the program on several levels and in several different ways. First of all, there are the evaluations found within the student worksheets themselves. They consist of:

- THE FIRST WORKSHEET OF EACH MODULE. As mentioned in that phase, the first worksheet in every module can serve to show you what students already know about the INTERACTION skills emphasized in the module, and how they apply these skills in everyday life.

- WHAT DID YOU LEARN? The test at the end of the INSTRUCTIONAL PHASE evaluates what the students have learned about the knowledge and skills of the INTERACTION area emphasized in the module.

- HOW WELL DID YOU DO? The student self-evaluation form focuses on the person's appraisal of his or her own interaction in the group.

- HOW WELL DID THE GROUP DO? The group evaluation form should be given first to individual students to complete privately. THEN one form should be completed by the small group as a whole.

Other evaluation tools provided included a series of forms which you as the teacher can utilize. Each module has a GROUP OBSERVATION FORM which you can use to observe the small groups in action, and to evaluate their INTERACTION processes. This is hard to do when several groups are in action at the same time and you are trying to go from group to group to offer support and direction; however, it can be useful to both you and the group members to discuss your observations of them.

AUDIO-VISUAL taping can also be an effective evaluation tool, and is especially useful for the groups to view themselves; they can often benefit from using the GROUP OBSERVATION FORM while observing themselves on tape. AUDIO alone can also be helpful.

Finally, there are a series of forms for you to use with other adults who work with your students in various settings where group skills are used. Included are forms to interview PARENTS and EMPLOYERS (which can include anyone in a leadership position--such as a church group leader or the leader of a volunteer group in which your students participate). It's a good idea to try to find one such person for each student; however, it's also a good idea to use these forms only if your students are involved in the INTERACTION curriculum over a long period of time, such as a full school year. It's difficult for changes in behavior to be lived out in situations outside the school with less practice time than that. You might want to give these forms both before and after the INTERACTION curriculum is used.

Before beginning the program, get some background information about your students in relation to INTERACTION experience and skills. What kinds of groups have they belonged to? What kinds of jobs have they had to do with others? What are their feelings about groups? What kind of benefits and problems have they experienced as group members or group leaders? What are their career plans?

For your own records, you may find it useful to keep a DAILY LOG, in which you note the relevance and success of various activities, modifications you made in the program, student comments about the program, and your own personal reactions. Such notes can prove useful if you choose to teach the curriculum again.

TEACHER SUGGESTIONS

I. COMMUNICATING

Group Objectives

As a result of participating in this module, the group will communicate more effectively within itself and with other groups. More specifically, the group will:

1. give information;
2. receive information;
3. keep and remember information;
4. identify some of the ways that individual and group interpretation can affect how people communicate.

Individual Student Objectives

In order to accomplish the group objectives, each student will develop the following attitudes, knowledge, and skills.

Attitudes. Each student will:
- be sensitive to individual and group feelings;
- accept the responsibility for trying to understand another's view and values;
- value the sharing of information.

Knowledge. Each student will know how to:
- give information;'
- receive information;
- explain how an individual's values can affect communication;
- keep information;
- remember information;
- involve others in a group discussion.

Skills. Each student will be able to:
- express group feelings;
- give information;
- identify interpretation;
- remember information;
- help others participate.

TEACHER'S NOTE. *The Introduction of this manual contains a general description of INTERACTION modules and how to use them. Please review the Introduction as well as the specific Teacher Suggestions given here before you begin using this module in your classroom.*

PREPARATION PHASE

Worksheet I-1. Communicating

It is important that the students understand the relationship between their day-to-day activities and the skills involved in effective group communication. This worksheet is designed to encourage students to think about how these skills can be applied to such daily tasks as interacting with parents, friends, teachers, and employers.

Remember to distribute this first worksheet one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The Problem Exposure Phase is designed to provide students with an experience in which a major communication problem is simulated. The groups will select a task that it will attempt to complete while allowing their behavior to be controlled by "labels" which they are wearing on their foreheads. During this activity, you should carefully observe the behavior of the students. Even though the method may appear humorous, encourage them to approach the task in a serious manner.

Worksheet I-2. Ignore Me

Before you distribute worksheet I-2, prepare the labels to be given to the students. Self-adhesive mailing labels work well. Each student should wear a label on his forehead so that everyone in the group---except that student---will be able to see it. The label will tell the others how to treat that student during the group discussion. For example, the labels might read:

1. IGNORE ME (I'm usually wrong).
2. LAUGH AT ME (I'm always joking so don't take me seriously).
3. LISTEN TO ME (I know what I'm talking about).
4. GET ANGRY AT ME (I'm always starting trouble).
5. ENCOURAGE ME (I have good ideas, but I'm shy).
6. DON'T BELIEVE ME (I hardly ever tell the truth).

Distribute worksheet I-2 and allow the students to read through it and answer any questions about the activity. Have each group select the task they want to do. When you feel that the students understand the assignment, distribute the labels.

Be sure that the students do not know what their own labels say.

Allow 20 minutes for the group to work in its task. During this time, observe the group as the students discuss their problem. Look for their reaction to how they are treated; of course, check to make sure the students adhere to the directions. Look over the suggested questions for the debriefing (see below) to help guide your observations. The Group Observation Form might also help you here. However, because of this activity, part of the form will not be appropriate.

When the 20-minute session is completed, involve the students in a debriefing discussion to help them analyze what happened during their group discussion. This debriefing can be done in groups or as a whole class. Should you choose the group discussion, distribute a copy of the questions below (and/or some similar ones developed by you) or have these on the blackboard. Please remember that these questions are suggestions to be used as guidelines. Based upon your observations, use questions that are appropriate for your students. The questions could be:

1. How were you treated by your classmates?
2. How did you feel about the way you were treated?
3. How did you feel about treating some of your classmates according to their labels?
4. Did the way you behave, i.e., ignoring some, laughing at others, etc., interfere with group communication? If yes, how?
5. Do you think that your group came up with the best possible solution?
6. In this activity you were told to label people. Does this kind of thing happen in real life? How? Can you give examples?
7. How can we overcome such blocks to communication?

As a concluding activity, have the groups discuss other possible roadblocks to communication. After they have discussed these for five to ten minutes, have them list the roadblocks they have identified.

Worksheet I-3. Who Said What How?

Distribute Worksheet I-3. Read and discuss this with the students. Here they will be asked to begin keeping a record of different ways that people communicate with them. Remind the students to keep their communication records for later use in the module.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase of this module should help the students understand the rationale and the technique of brainstorming. Brainstorming should help the students increase their skill in getting and giving information, understanding and using good information storage procedures, and understanding the impact of interpretation upon the group communication process. The practice that they receive in these skills well enable them to better communicate within their group and with other groups as well.

Review of the Problem Exposure Phase

If the Instructional Phase begins a day or so following the Problem Exposure Phase, spend a few minutes reviewing that experience. Focus upon what the students learned from that activity and what they identified as problem areas of group communication. (See the suggested questions listed previously in the Problem Exposure section of the teacher materials.) Should you begin the Instructional Phase on the same day as the Problem Exposure Phase, go directly to the next worksheet.

Review of Worksheet I-1

Instruct the groups to discuss their responses to the activities on Worksheet I-1 for twenty to thirty minutes. They should be prepared to give a group report (3-5 minutes each) to the entire class at the end of that time. During this time, move from group-to-group to monitor and direct their discussions. See that they include their problem exposure experience as they discuss their responses to Item 3 on the worksheet---what they need to learn about group communication. When the groups come together, their report should be presented and discussed. Probe the comments of the class so that students actively expand and clarify their ideas. Questions such as the following will be helpful:

> What do you mean by...?
> Can you give us an example of...?
> How does...affect group communication?

Be open and non-judgmental. Encourage comments and discussion. Remember that the class is still trying to get ideas out. Such action by the teacher will help set a positive climate for the following activities. After the discussion, collect the complete worksheets.

Worksheet I-4. Brainstorming.

Distribute Worksheet I-4 and have the students read the explanation of Brainstorming. Answer any questions that they may have. As a class, brainstorm two or three humorous or nonconsequential problems such as the uses of a desk, possible rule changes for basketball, the effects of a law allowing only those 16 and under to vote, or something of the class's choosing. (Limit these practice rounds to 5 minutes each.) After these class brainstorming sessions, have one group brainstorm such a topic. Have the rest of the class observe. After 5 minutes, discuss how well the brainstorming rules have been followed. Repeat this strategy until each group has done brainstorming while being observed by the rest of the class. Be careful not to let the critiques become personal attacks; make the students restrict their comments to points about the rules. After these lighthearted sessions, have the students tackle the activity. Observe the groups for their brainstorming techniques. After they have finished, conduct a brief review of how they did and what they learned.

Worksheet I-5. Listening.

Distribute Worksheet I-5. Have students read and discuss the Ten Rules for Active Listening. Then read aloud the activity directions as the students follow along. Answer questions about the Four Stage Rocket process. Be sure that the students understand what they are to do. See that each group has a timekeeper/observer. The activity should take 30-35 minutes. Allow an additional 25 minutes for the follow-up discussion of the activity and the Ten Rules for Active Listening.

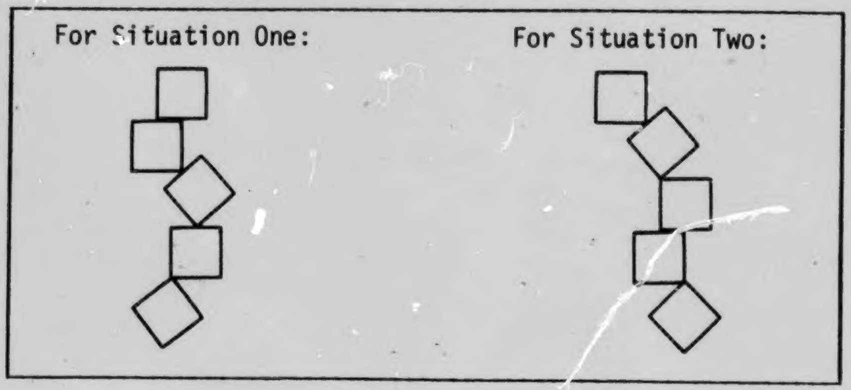
Worksheet I-6. Receiving Information.

Distribute Worksheet I-6. Give the students a chance to read it and begin the brief discussion of their Worksheet I-3 record. Move from group to group to check that they understand the concept of receiving information.

Allow the groups to conduct their brainstorming sessions independently. They should, however, begin and end about the same time so they can share the results with the entire class. When each group has reported, lead the class in a brief review of the modes of receiving information (sight, taste, touch, smell, and hearing). Point out the continuing assignment to record on Worksheet I-3 how they have received messages. Explain that you will collect these records at the end of the module.

Worksheet I-7. Giving Information.

Distribute Worksheet I-7 in advance. You should prepare enough copies of the following diagrams so that there will be a copy of each for each group.



In this activity, it is important that the groups be separated so they cannot overhear one another. If the room is small, instruct the givers to speak softly. When the groups have selected the givers and receivers, make sure that everyone in the group understands the instructions. Ask the other group members to observe the participants for their reactions (e.g., frustration) and to make sure that all instructions are being followed. Give the appropriate diagram to the first giver in each group. Allow five minutes at most to complete the communication. (Remember that giver and receiver cannot talk other than the giver's instruction.) When Situation One is completed, go immediately to Situation Two without any discussion. Again allow five minutes at most. When that round is completed, have the groups discuss the questions at the end of the worksheet (and/or questions you or they may have). In addition, you might ask such questions as:

1. What senses can we use to give and receive information?
2. What are some examples of the appropriate use of the senses to communicate?

Have students read and discuss the rules for Giving Information.

Worksheet I-8. Remembering Information.

Send three students out of the room. (It is probably best to send three students who are of approximately the same ability.) Distribute Worksheet I-8 to those students still in the class. Go over it quickly and answer any questions. The three students should be asked to return one at a time. When the first student returns, read "The Problem of Interpretation." A copy of this is printed on the next page. Then ask the student to retell the story in his or her own words. As the student does this, the others in the class should use their Checklists For Remembering to evaluate the retelling.

When the second student returns, read "The Problem of Interpretation" again. This time, however, stop after every one or two sentences and ask the student to repeat what he or she has heard. Again the others in the class should use their checklists to evaluate the retelling.

When the third student returns, ask him or her to take notes as you read the story again. Afterwards, the student may use the notes to retell the story in his or her own words. Again, the rest of the class should evaluate the retelling.

When the class has finished their checklists for all three students, ask them to compare the retellings. Which student was able to remember the most information? Which student remembered the least information. Why?

Ask students to save their checklists for a later activity.

THE PROBLEM OF INTERPRETATION

Communication in a group or between groups means giving, receiving, and keeping information. Although you may try to give, receive, and keep information, it is possible that communication may not happen. One thing that blocks communication is interpretation.

Each one of us carries a "filtering system" in our heads through which a bit of information may have to pass several times. Do both the giver and receiver consider the information to be important? If the communication is not important to one of them, the giver may do a poor job or the receiver may not listen well.

Or, opposite messages may be sent at the same time. For example, the giver may be talking about the importance of planning ahead while he is, at the same time, running a meeting that is very poorly planned. Remember, we can communicate in many ways (with words and without words) at the same time.

Or, those involved in the communication may have different sets of experiences. One person may view a campaign as a challenge or opportunity while another may see it as a threat.

What the giver and receiver think of each other can affect how the information is presented or accepted. If the giver thinks that the receiver is not smart enough to understand him, he may not try too hard to make himself understood.

Finally, either the giver or the receiver may be distracted so that the flow of communication is interrupted. Either physical discomfort or personal problems could cause such distractions. It is the job of both the giver and the receiver to make sure that they are both "hearing the same thing."

Worksheet I-9. How to Take Notes.

Distribute Worksheet I-9. Have the class read it and discuss how they can make use of note-taking. Discuss strategies for accomplishing the activity (e.g. students can attend a lecture class, watch a television program such as a speech or news conference, attend a speech, lecture, drama, or even a sports event together). Emphasize that they should not compare notes until they return to class.

If possible, have the groups compare their notes during the next class session. After discussing these results, encourage the students to practice note-taking in their other school work.

Additional Activities

From the exercise in Worksheet I-9, your students have been introduced to the concept of interpretation and how it can affect communication. Using the information on their checklists--for example. "Communication means giving information"-the class should discuss why interpretation is sometimes a problem when people are trying to communicate. Following are some activities which you can use in class to illustrate the problem of interpretation:

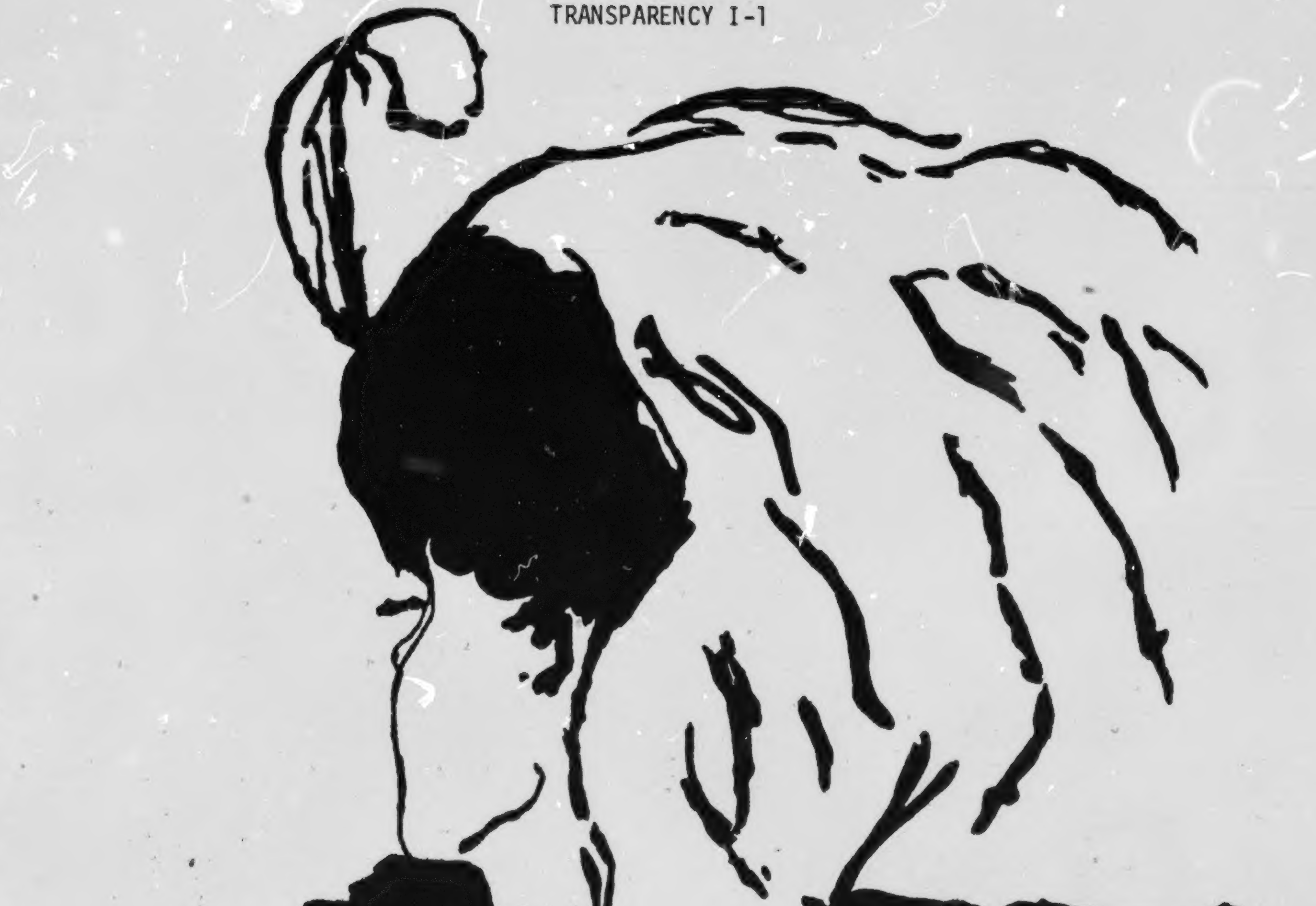
Activity #1: "The Old Lady."
This activity requires Transparency I-1 and an overhead projector. Simply instruct the class that you are going to show them a picture and they are to write down what they see. Flash the picture on the screen for ten seconds and turn it off. Ask everyone to write down what they saw. Ask a few students. Then have the students indicate what they saw by a show of hands. Record the tally on the blackboard. (Some will see the Old Lady; a few will see the young girl; some will see all sorts of things.) Once the tally is recorded, turn on the overhead and discuss the picture, it is an optical illusion in that it is a picture of an old lady and a young girl. You can illustrate the same phenomena by using Transparency I-2. Project it on the screen and have the students decide which is longer. The lines are exactly the same length. The direction of the arrowheads causes the illusion. Discuss how this problem affects the accuracy of communication.

Activity #2: "Gossip"
Most of the students have probably played this game. You should initiate the game by whispering something to a student who, in turn, whispers it to the next, and so forth. The message should be fairly long (approximately 15-20 words). For example, you could say: *Because of inflation, the cost of materials, labor, and everything else is going up. Business may have to raise their prices.* As it is passed along, a student may say it only once. The last person announces to the class what he or she heard. Write it on the blackboard and above it write what you said to begin the round. How does gossip affect accuracy?

Activity #3: "The Staged Incident."
You will have to include two trusted students to help you with this activity. The students should be asked to suddenly "interrupt" the class by arguing loudly. The argument can quickly move to some pushing at which time you intervene and escort them out of the classroom. However, as soon as you close the door behind you, you return to the classroom and ask the students to carefully describe what they saw in writing. Emphasize the necessity for detail. Allow them five minutes to complete their descriptions. Discuss the descriptions in groups or as a class. Do the reports differ? How do they differ? Why do they differ? Of course, the third question is crucial. The students had different angles, their attention was attracted at different times, or they had different perceptions of the individuals involved.

Two points must be emphasized for the effectiveness of this strategy: 1) the necessity to plan out and to practice the incident in advance; and 2) the necessity for absolute secrecy. The incident should be real for your situation so believability will be apparent in the incident. It should be short (30 seconds at most) and so well practiced that it just happens.

TRANSPARENCY I-1



Worksheet I-10. What Did You Learn?

Before beginning the Application Phase, administer the instructional test. Note that you should read parts of the test aloud as the student reads them silently. Based on the results from this test, you might consider a review of the content before going to the Application Phase. Be sure to discuss the instructional test with the students after you have scored it.

APPLICATION PHASE

Purpose

Before the students are asked to apply their skills, lead (or ask a student to lead) a discussion of what they've learned during the Instructional Phase. Some questions might be:

1. What happened?
   ---What did we do?
   ---What skills did we learn and practice?
   ---How did people react?
   ---What are your feelings about these skills?

2. Can we use these skills?
   ---Can you use them in your daily activities outside of class and school?
   ---In the context of the class?
   ---How about on the job?

Following this discussion the group should be challenged to apply their skills to a problem related to the context of the course.

The nature of the problem to which the students apply their skill is dependent on the context of the class and the needs and interests of the group and students. The students can be consulted when deciding what problem to present them.

While the students are involved in discussing their group task, observe their behavior. Use the GROUP OBSERVATION FORM and keep notes. If feasible, use cassette recorders to tape each group's observations. You should also coach the students by asking questions that will help them examine themselves and their use of the skills in group communication.

Worksheet I-11. How Did You Do?

Distribute Worksheet I-11 after the group has completed the application problem. Ask students to complete this self-evaluation form individually. Afterwards encourage students to discuss their strengths and weaknesses.

Worksheet I-12. How Did the Group Do?

The groups should discuss the answers to such questions as:

1. What happened and why?
   ---What was the problem?
   ---How did people react?

2. What should have happened?
   ---How should people have reacted to the problem?
   ---How should a group member communicate with another group member?
   ---What is effective group communication?
   ---How about the members of this group? Did they work to become effective communicators?

3. What can you be conscious of in the future in order to effectively communicate as a group?

4. What do you think you know or don't know about group communication?

Distribute Worksheet I-12. Students should use this form to evaluate their group individually. Then distribute one copy of Worksheet I-12 to each group. The group should use the form to evaluate itself. Afterwards, discuss the evaluations.

GROUP OBSERVATION FORM

Instructions

To be used during observation of group in Application Phase.

A. Group Process

1. Did one or two members of the group dominate?

   If so, who?

2. Did students encourage other group members to contribute?

3. Was there anyone in the group whose contributions were ignored or were not taken seriously?

   Who?

   Why?

4. Was there anyone in the group who did not really participate?

   Who?

   Why do you think they didn't?

5. Do you think the students were sensitive to each other's feelings? (Circle one)

   very somewhat a little not at all

6. If:

1 = members seemed to feel free to offer ideas and feelings knowing that they would be received as attempts to help the group and

5 = members seemed to be hesitant to offer ideas and feelings for fear of being ignored or criticized,

then this group would rate: 1 2 3 4 5

7. Did any students pick up non-verbal cues from the others?

8. How well do you think group members listened to and responded to each other?

Most people, when talking, would respond to comments, objections, suggestions of others: (Circle one)

most of the time some of the time hardly ever

9. How would you rate the effectiveness of the group's communication? (Circle one from each of a and b)

a) very effective in helping accomplish task
fairly effective in helping accomplish task
many problems interfered with accomplishment of task

b) very sensitive to individuals---most people felt comfortable and appreciated
fairly sensitive to individuals---some people felt ignored or or unappreciated
often became more concerned with personal evaluations and competitions than with joint task accomplishment

II. USING RESOURCES

Group Objectives

As a result of participating in this module, the group will better assess its resources in relation to a given task. More specifically, the group will:

1. identify the resources that are needed to accomplish the given task;
2. identify resources available to the group;
3. determine the probability of completing the task with the available resources;
4. identify ways to develop other needed resources.

Individual Student Objectives

In order to accomplish the groups objectives, each student will develop the following attitudes, knowledge and skills.

Attitudes. Each student will:
- acknowledge the positive contributions each individual can make to the group.
- accept the abilities and limitations of others.
- accept his or her own abilities and limitations.

Knowledge. Each student will:
- develop a broad understanding of the term "resources."
- know the abilities of other group members.
- understand the constraints affecting the use of the resources of the group.
- understand the subjective factors involved in making a decision about which resources to use.

Skills. Each student will:
- assess and effectively use the group resources with respect to getting the job done and maintaining group unity.
- identify resources needed for alternative plans.
- assess the probability of the group accomplishing the task with the available resources.

TEACHER'S NOTE. *The Introduction of this manual contains a general description of INTERACTION modules and how to use them. Please review the Introduction as well as the specific Teacher Suggestions given here before you begin using this module in your classroom.*

PREPARATION PHASE

Worksheet II-1. Using Resources

Before a group can plan, organize, and control its performance, it must be able to identify and use effectively its various resources. To identify the group's resources is to determine the skills, special talents, experiences and attitudes which the group members possess as well as the materials, equipment, and money to which the group members have access. To use the group's resources effectively involves a two step process. The members must be able, first, to decide which available resources would be appropriate for a given task and, second, to apply those selected resources to the task in the best possible way. In this module, the students will not actually apply their resources to given tasks. They will be asked only to plan how they would apply their resources if a given task had to be performed. The module activities, therefore, focus on what can be done in the classroom.

Remember to distribute the first worksheet one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The purpose of this Problem Exposure Phase is to give students the opportunity to make an attempt to apply the knowledge of and skill in using the resources of the group to a life-like problem. After they have tried this, they will be asked to participate in a self-evaluation and an evaluation discussion. These two activities should help motivate students to want to develop more skills in knowing and using their resources. During the Problem Exposure Phase, you can record observations which will help make the Instructional Phase relevant to the unique needs of your students. Your observations will also serve as a form of pre-assessment. If feasible, use cassette recorders to tape each group's discussion in the Problem Exposure activity to supplement your own written observations.

Worksheet II-2. Try It. You'll Like It.

Distribute Worksheet II-2. It presents a simulated situation in which the students must first identify group resources and then discuss how they would use those resources in order to perform a certain difficult task.

The worksheet is divided into two parts. In the first part, students are asked to discuss the resources they would need to live in rural isolation for a long period of time. In the second part, they are asked to discuss how they would use the identified resources for survival. Each part of this worksheet should take approximately fifteen minutes.

While students work together on these activities, observe and record the types of ideas which they present and the types of problems they encounter while doing this. Use the Group Observation Form at the end of these teacher suggestions to help you do this. The information which you record on that form will help you adapt the upcoming Instructional Phase to the individual needs of your students.

After the activities, encourage students to discuss how they felt, what they know about resources, how well they dealt with the given task, and how much they need to learn about identifying and using the resources of their group. When necessary, ask questions to direct student discussion along these lines. As the students discuss their reactions to what happened, they may become immersed in the task they had been discussing before. If this happens, try to steer the discussion back to the subject of identifying and using resources. Make use of your observations to raise questions about the students' own observations.

Conclude the Problem Exposure Phase by summarizing the major points made, or ask a student to do this. Inform students that later in this module they will learn more about the resources of their group and about ways to use these resources effectively. Remind students to be prepared to discuss Worksheet II-1 at the next class session.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase should expand the students' understanding of the term resources. A broad definition of the term resources should be developed. During this phase the students should begin to learn about one another's talents, skills, and experiences. At the same time, they should be encouraged to acknowledge some of their own resources as well. Students will determine their own resources by completing a personal resource inventory (Worksheet II-3). Finally, the students should begin to assess their resources with respect to a particular task. In doing this, they should be able to determine: 1) what resources are available to complete the task; 2) what resources are available to maintain group cohesiveness; and 3) what the chances are that they can accomplish the task with the resources at their disposal.

Review of the Problem Exposure Phase

Involve the students in a short discussion to review the Problem Exposure Phase. One student should be asked to summarize the experiences of the group. Then some of the following questions can be used to generate discussion.

1. What did you learn?
   - What do you already know about knowing and using the resources of the group?
   - What do you still need to learn?
2. Now that you've had time to think about the problem, how do you feel about developing your skill in knowing and using the resources of the group?
   - Do you feel it is an important skill to develop? Why?
3. What importance do you think this skill might have for your group?
   - How does it apply to your group's goals?

The main purpose of this discussion is to prompt the students to think about knowing and using the resources of the group before moving into the content of this module.

Review of Worksheet II-1

Ask the students to refer to the responses from Worksheet II-1 during this activity. Have them share their responses with one another, focusing on what they conceived to be resources, how they saw resources in relation to specific tasks, and what importance they saw in knowing the resources of the group. Discuss each question after the students have shared their responses with the group. It is important to assure students that there are no wrong or right answers. If any student feels his or her responses are too confidential, that student need not share them with the group.

The main purpose for this discussion is to have students consider the need for knowing the resources of the group, the possible application to their tasks and activities, and their perceptions of what a "resource" is.

Introducing the Instructional Phase

The information which follows is the content which will be covered in this module. Guided discussion is an effective way to convey this information to the students. Such a method has the advantage of allowing the students to voice their own ideas and remain actively involved in the session.

Begin by developing with the students a broad definition for the term resources. One way to do this is to introduce a game of trivia. Give the group a list of trivia questions on several different topics---such as, movie stars, television shows, sports figures, and so on. The answers to these questions should be available somewhere in the classroom. Resources might include books, magazines, answer cards which you create, T.V. guides, the students themselves, newspapers---almost anything at all. As students hunt for the answers to the trivia questions, they can be encouraged to understand that they are using resources.

Ask the students to give examples of different kinds of resources which are available in and out of the group. Ask the group to work together to define the term resources. In general, their definition should include the idea that a resource can be any person, thing, skill, information, experience, attitude, or amount of time which helps the group accomplish its task or maintain group cohesion. If the students have trouble establishing a broad definition, ask questions that will guide them to the important areas of the definition. For example, ask them to think about the ways in which they are resources themselves.

Ask students to discuss the importance of knowing the resources of the group---particularly, the skills, talents, experiences and attitudes of group members. Then ask a group member to choose the group's best resource person for giving instructions on what to do if the building catches on fire. The chosen person should then give the group such instructions. Afterwards ask the group to decide whether or not the selected person was the group's best resource for that information. Be sure to ask why this person was chosen over the others. At this point, the students should begin to understand the importance of taking the guesswork out of knowing the resources of the group. Once they begin to understand this, the stage is set for them to identify their personal resources and the resources of others in the group.

Worksheet II-3. I Am A Resource

Distribute Worksheet II-3. This is a form which the students can use to record their own personal resources. Give the students as much time as they need to complete this form.

When the students have done resource inventories on themselves, ask them to do similar inventories on the others in the group. Begin by distributing extra copies of Worksheet II-3 so that each student has one copy for each member of the group. Then ask the students to take turns reading their own inventories out loud. As each student does this, the others can use one of their extra forms to record that person's resources. By the end of this exercise, each student will have an inventory on everyone in the group. The students should keep these inventories in their notebooks as references for later group activities.

Worksheet II-4. Who's Who

Remind the students that each member of the group has different skills, talents, experiences and attitudes which can help the group stay together and do its work well. Even the personality traits of members can be important resources of the group. Encourage students to discuss the importance of their own resources. Guide the discussion toward the idea that every member of the group has something important to contribute. To guide the discussion this way, you might ask such questions as:

1. How do you feel about your own resources?
2. How do you think that your own talents, skills, past experiences, and attitudes can contribute to the group?
3. How might some of your personality traits serve as resources for the group? For example, some people are "thinkers." Some are "doers." How do these different traits contribute to the group?

Distrubute Worksheet II-4. The chart here shows a list of roles and jobs of different types. Ask the students to work individually and to assign each role or job on the list of one member of their group. The member they choose should be the one that they think is the best resource person for that role or job. The only stipulation here is that the students should include every member of the group---including themselves---at least once on the finished chart. When the students have done this individually, ask them to share their responses with the group. Encourage them to give reasons for the assignments they made. Note the differences and similarities among students' responses. Use these differences and similarities to discuss why different people will often make different choices while assessing the resources of the group. To guide student discussions, use questions such as the following:

1. Why is one student's opinion different from another's with respect to resources of the group?
2. What are some problems that these differences of opinion might cause? How might these problems be solved?
3. How might a group overcome some differences of opinion while exploring the resources of the group?

As with previous discussions, there are no wrong or right answers to these questions. They are intended to prompt the students to think about this topic.

If it has not already been discussed, ask the students to consider resources related to maintaining the group. We often think only of resources related to accomplishing the task: skills, time, money, material, etc. Students also need to think about resources related to maintaining the group. Examples of these are less tangible, but some are: a group comedian who keeps morale high; a party or fun activity that lifts group spirits; a peacemaker in the group who is respected by all. Have the students discuss this type of resource and explore some of the resources their group has in this area. Through guided discussion, they can learn to see that attitudes are a key resource in this area.

Worksheet II-5. Do we Have Everything We Need?

It is important that a group confronted with a task be able to determine whether its resources are adequate. This means that the group must first be able to estimate the kind and number of resources it will need. Estimates can be very gross at the best. When the group, or a particular member of the group, has had previous experience with a given task, it is easier to estimate the resources that will be needed to do the task again. If the group discovers that its available resources are inadequate---based on estimated resource needs---there are several options. Ask the students to brainstorm some of the ways of dealing with inadequate resources. The students' brainstorming session should yield some of the ideas below:

If we don't have all the resources we need:

- we can figure out what we need and try to get these resources before we begin our job;
- we can think about the resources we already have and try to think of ways that they might be changed to help us do the job; that is, we can make the best of what we've got;
- we can decide that the job is too hard for us and either change the job or---if this is impossible---not do the job at all.

The students should be encouraged to think of many different ways of dealing with inadequate resources. Through guided discussion, students should learn to understand that---if the group doesn't have the resources it needs to do a job well---failure may result

Distribute Worksheet II-5. When students have had time to read the instructions, allow them 20 minutes to perform the activity. Afterwards, ask them to discuss and summarize what they have decided as a group.

Worksheet II-6. Who Should Be What?

Distribute Worksheet II-6. Allow students about 20 minutes to perform the activity described in this worksheet. When time expires, ask the group to report its results. If the group has not done a thorough job of considering its resources and assigning the best person for each job, ask questions to encourage further discussion.

Summarize what has happened in this module so far. As you do this, remind the students that it is important to keep identifying new group resources as they do different activities and solve different problems. By consciously looking out for new resources, the group will be able to increase its effectiveness more and more.

Worksheet II-7. What Did You Learn?

Before beginning the Application Phase, administer this instructional test. After reviewing the students' performance on this test, you may decide that a review is necessary before beginning the Application Phase.

APPLICATION PHASE

In the Application Phase, students will be asked to apply what they have learned so far to a simulated problem situation. This activity will give them an opportunity to practice the skills involved in identifying and using group resources. At the same time, it may help students realize how such skills can play an important part in their daily lives.

Discussion

Before the students are asked to apply their skills of identifying and using the resources of the group, lead (or ask a student to lead) a discussion of what they've learned during the Instructional Phase. Some questions you might want to use are contained on the next page.

1. What happened?
    - What did we do?
    - What skills did we learn and practice?
    - How did people react? What are your feelings about these skills?
2. How are these skills applicable?
    - What about your daily activities outside of class and school?
    - What about in the context of the class?
    - How about on the job?

Following this discussion the group is to be challenged to apply their skill in knowing and using the resources of the group to a problem related to the context of the course. Be sure the students know how much time they will have to identify resources and assess them with respect to the task given.

Activity

The nature of the problem to which the students apply their skill is dependent on the context of the class and the needs and interests of the group and students. The students can be consulted when deciding what problem to present them.

The specific problem must in some way excite the imaginations of the students. To this end, it is wise to choose a task which they will later plan and carry out. Such a problem has the advantage of giving the group a real stake in successfully carrying out this Application Phase.

While the students are identifying and assessing the group's resources related to the given task, observe their behavior. Use another copy of the Group Observation Form and keep notes. If feasible, use cassette recorders to tape each group's discussion in the Application Phase activity to supplement your own written observations. You should also coach the students by asking questions that will help them examine themselves and their use of the skill of knowing and using the resources of the group.

Worksheet II-8. How Did You Do?

When the group has completed the application problem, administer this self-evaluation form. When the students have completed it, ask them to discuss their evaluations of themselves.

Worksheet II-9. How Did the Group Do?

Ask students to discuss their performance during the Application Phase. Guide the discussion so that students answer such questions as:

1. What happened and why?
   - What was the problem?
   - How did people react?
   - How did you attempt to get to know the resources of the group?
   - Once you identified them, how did you decide to use them?

2. What should have happened?
   - How should people have reacted to the problem?
   - How should you have systematically identifeid the resources of the group and decided which to use for the task?
   - What is a resource?
   - How about the members of this group? What kind of resources do you each represent?
   - What resources are available in the preceding exercise?
   - Which of the resources were usable for the given task?
   - How could you have made better use of the resources available?
   - What do you figure the probabilities of completing the task were with the resources you had?

3. What can you be conscious of in the future in order to know and use the resources of the group better?

4. What do you think you know or don't know about identifying and using the resources of the group?

Distribute Worksheet II-9. Ask students to use this form to evaluate the group individually. Then distribute one extra copy of this form to each group. Have the group work together to evaluate ifself. Afterwards discuss these evaluations as a class.

GROUP OBSERVATION FORM

Instructions

To be used twice: once during observation of groups in the Problem Exposure Phase and once during observation of groups in the Application Phase.

A. Content of group discussion

1) Do they attempt to identify all possible available resources?

2) Do they consider time a resource?

3) Do they consider material and equipment?

4) Do they consider their own (real or role-played) skills, talents, and experiences?

5) Do they identify the resources that are usable for the task?

6) Do they discuss resources related to the accomplishment of the task?

7) Do they discuss resources related to the maintenance of group unity?

8) Do they make any assessment of the probability that they could complete the task with the resources given?

9) - If applicable - How adequate do you think the group's solution to the task was?

B. Group process

1) Did one or two members of the group dominate? If so, whom?

2) Do you feel that every group member's resources (real or role-played---indicate which) were considered and used in attempting the task? If not, whose and what resources were not used?

3) How would you rate the group on getting along together? (Circle one)

   a. got along smoothly and focused on the task.
   b. some friction, but devoted most of time and energy to task.
   c. competitiveness and/or friction interfered somewhat with accomplishment of the task.
   d. great competitiveness and/or friction occupied most of energy and time of group.

4) - If applicable - How well do you think the group accomplished its task? (Circle one)

   very well   adequately   inadequately   very poorly

5) - Answer only in Application Phase - How much did you have to prompt the group to keep it operating well and concentrating on the task? (Circle one)

   a great deal   somewhat   very little   not at all

C. Individual members

1) Exposure Phase

For each student, make a brief note of what you think are his/her primary strengths and weaknesses in working in the group according to what you have observed. (Although you haven't had much time to observe, hopefully these brief notes will be useful to you in comparing students' behavior in group now with what it will be in the Application Phase.) You may continue your comments on the next page.

2) Application Phase

List each student and, for each, briefly describe what you observed to be his/her strenghts and weaknesses in working in the group especially in relation to the following attitudes, knowledge, and skills: understanding the term "resource" as it applies to group functioning, valuing his/her own resources and those of others for fostering group growth and productivity, accepting personal limitations, identifying resources needed for accomplishing tasks, and assessing available relevant resources of a group. Write your comments on the back of this sheet.

III. RESOLVING CONFLICTS

Group Objectives

As a result of participating in this module, the group will more effectively resolve conflicts. More specifically, the group will:

1. determine the cause of group conflicts;
2. figure out different ways to deal with such conflicts;
3. recognize the beliefs and goals which the group members share and which, therefore, can be used in conflict resolution;
4. know, respect, and deal with individual and group differences while trying to resolve conflicts;
5. use conflict resolution to improve how the group sticks together and how the group works.

Individual Student Objectives

In order to accomplish the group objectives, each student will develop certain attitudes, knowledge, and skills.

Attitudes. Each student will:
- appreciate conflict resolution as a group tool which is necessary for doing jobs and achieving goals;
- appreciate the importance of dealing with conflicts honestly and openly;
- appreciate the importance of explaining his or her beliefs and goals while trying to resolve conflicts.
- appreciate the importance of individual and group feelings while trying to resolve conflicts.
- appreciate and respect differences among people and groups.

Knowledge. Each student will know:
- the meaning of the word conflict.
- the different causes of conflicts.
- different ways of dealing with conflicts.
- how well he or she can deal with conflicts and how well others can deal with conflicts while working as group to get a job done.

Skills. Each student will:
- recognize types of conflicts and causes of conflicts.
- explain his or her beliefs in order to help resolve group conflicts.
- figure out different ways of resolving conflicts.
- express his or her own feelings while dealing with conflicts honestly and openly.
- apply conflict resolution skills to personal, everyday jobs or situations.

TEACHER'S NOTE: *The Introduction of this manual contains a general description of INTERACTION modules and how to use them. Please review the Introduction as well as the specific Teacher Suggestions given here before you begin using this module in your classroom.*

PREPARATION PHASE

Worksheet III-1. Resolving Conflicts

It is important that the students see the relevance between their daily tasks and the skills involved in conflict resolution. In this worksheet, they will be asked to establish a broad definition for the term conflict. They will also be asked to consider their present skills in resolving group conflicts and to decide how these skills apply to their daily tasks, activities and relationships.

Remember to distribute this first worksheet one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The purpose of this Phase is to give students the opportunity to "try out" their conflict-resolution skills in a life-like situation. When they have tried to apply their conflict resolution skills to the problem presented, they will participate in an evaluation discussion which should help motivate them to develop their skills in conflict resolution. During the Problem Exposure Phase, you will be able to record observations as in previous modules. Your observations can help you adjust the Instructional Phase so that it meets the unique needs and interests of your students. Your observations can also serve as another form of pretest. If feasible, the problem exposure activity should be recorded on cassette audio tapes (or video tape) in order to help in the evaluation of the group interaction process.

Worksheet III-2. What's the Problem?

Distribute copies of Worksheet III-2. When they have read this, give each group member a different set of Secret Instructions. These instructions will tell them who to be and how to act during the role-play. After the students have had time to read and think about their assigned roles, allow a few minutes for any clarifications. Remind the students that they are not to discuss the content of their roles with one another. They are only to act out their roles as naturally as possible once the activity begins. Allow 20 minutes for the role-play.

While the students are role playing, listen attentively and generally support what's happening. You must decide when to stop an enactment that is not getting anywhere, that is too "hammy" or too unrealistic. You may interrupt to remind role-players of their roles. Usually, once a role-play gets underway, the players' involvement makes any interruptions unnecessary.

Use the Group Observation Form to help you observe the role-play and plan an Instructional Phase which will meet the individual needs of your students.

After the role-play, encourage students to discuss how they felt about their roles and about the conflicts that arose. Ask them to describe how well they think they did while dealing with the conflicts. Find out how much students feel they already know about group conflict and its causes. As they discuss their role-play, they may become immersed in details of the role-play itself. If this happens, try to steer the discussion back to the subject of identifying and resolving conflicts in general. Make use of your observations to raise questions about the students' own observations.

Conclude the Problem Exposure Phase by summarizing the major points made, or ask a student to do this. Inform students that later in this module they will learn about the different kinds of conflicts that arise in group settings, the general causes of these conflicts, and alternative ways of resolving these conflicts. Remind students to be prepared to discuss Worksheet III-1 at the next class session.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase should expand the students' understanding of the term conflict. A broad definition of conflict should be developed. During this phase the students should begin to identify group conflicts they have experienced and to examine some of the causes for these conflicts. They should also learn about the different ways that they---individually and as a group---can resolve such conflicts. Finally, the students should begin to be able to assess their attitudes, knowledge and skills in conflict resolution with respect to a particular situation and determine what is the most effective way to deal with the conflict so that they can contribute to the completion of the task and to the maintenance of group cohesion.

Review of the Problem Exposure Phase

To review the Problem Exposure, involve the students in a short discussion. One student should be asked to summarize the experiences of the group. Then some of the following questions can be used to generate discussion:

1. What did you learn?
   - What do you already know about conflict resolution?
   - What do you still need to learn?

2. Having had time to consider the problem, how do you feel about developing your skill in conflict resolution?
   - Do you feel it is an important skill to develop? Why?

3. What importance do you think this skill might have for your group?
   - How does it apply to your group's goals?

The main purpose of this discussion is to encourage students to think about conflict resolution and its relation to their own group. This will prepare them for the content of this module. It is hoped that the students will begin to identify some of their own intra-group conflicts in a non-threatening atmosphere that nevertheless is characterized by a desire to deal honestly and sensitively with their group's interaction problems and some alternative solutions.

Review of Worksheet III-1

Ask the students to refer to the responses on Worksheet III-1 during this activity. Have them share their responses with one another. The focus should be on what they saw to be their most conflict-filled daily tasks, their own strengths and weaknesses in dealing with these conflicts and their own appraisal of their need to develop more understanding, better attitudes and more effective skills in resolving such conflicts.

Review the four questions. Discuss each one after the students have shared their responses with the group. It is important to assure students that there are no right or wrong answers. If any student feels his or her responses are too confidential, that student need not share them with the group.

Introducing the Instructional Phase

Begin by developing with the students a broad definition of the term conflict. Ask the students to think about what they've done in the module so far and to give their ideas on some possible kinds of conflict. Make sure to focus their attention on conflict within groups, and, more specifically, within task-oriented groups. Otherwise, the discussion might become so general that the group ends up talking about something which is not the subject of interest. Keep in mind that our overall goal is the development of cooperative group interaction.

Worksheet III-3. What Caused the Problem?

Distribute Worksheet III-3. This is an information sheet which describes five general causes of group conflict. After students have studied this sheet on their own, discuss the five general causes which are described in the worksheet. Ask students to give examples for each cause.

Following is some additional information which may help you lead an effective class discussion about the causes of group conflict.

There are five general causes of group conflicts: (1) tasks; (2) personality conflicts; (3) organizational structure; (4) personal problems; and (5) societal conditions.

The group task may be a source of conflict: Its goals may not be in tune with the goals of individual members; the task may be difficult or impossible to complete; the time schedule for completion may be unrealistic or the group may be unable to meet the deadline; the task may require skills and/or resources not available; individual members may be incompetent or inefficient in accomplishing the task; failure at task completion may involve firing, or at least negative evaluation, of individuals; the task may be defined or structured so loosely, or so tightly, as to cause job dissatisfaction and/or lack of productivity; the nature of the task components and the division of roles (sub-tasks) may be a source of destructive competition among the individuals in the group.

Group interpersonal relations may be a source of conflict: value and goal differences may hinder cooperative effort, individual adjustment; lack of communication, miscommunication, and labelling or stereotyping can aggravate individual and group relationships; personality differences may result in attitudes and behaviors that disrupt the group's work and/or the group's working relationship; gossiping, back-biting, fault-finding, aggressive confrontation, bad or hurt feelings, childishness, lack of sensitivity, anger, "game-playing," aloofness, mistrust, suspicion, exaggeration of differences, manipulation of others, vindictiveness, favoritism, petty jealousies and rivalries are all symptoms of poor human relations.

The group environment and the organizational structure may be a source of conflict: an overly hierarchical structure may contribute to lack of input in goal definition, goal attainment from subordinate members of the group; an overly permissive structure may leave the group and its members without clear goals, adequate direction, and standards for efficiency and productivity; both hierarchical and laissez-faire structures may impair the group and/or the organization's ability to react swiftly to external pressures, to discern what the situation is, and may negatively affect the motivation of group members to perform adequately and to maintain the group's unity; lack of communication between assigned leaders and other group members as well as with other levels or branches of the larger organization may cause unnecessary confusion, frustration, alienation, resentment, and failure to air opinions, feelings, constructive criticism and suggestions for improvement; the division of labor may cause boredom, promote a sense of powerlessness and may stifle creativity and the full utilization of human resources; policies and procedures may hinder rather than facilitate affective communication, healthy interpersonal relationships, decision-making and problem-solving, and needed input from all members; inadequate or oppressive working conditions and facilities may adversely affect *productivity, individual development and satisfaction; impersonal environments may depress job outcomes as well as lessen commitment; promotion procedures may not reward members adequately and may hold back or fail to recognize individuals whose talents are being wasted; policies and procedures may reward conformity and merely adequate performance while discouraging innovations and independent thinking.*

Personal Problems of individuals may also be a source of conflict in groups: the individual's lack of self-confidence and self-worth may affect his or her ability to contribute to the job and to interpersonal harmony. Personal conflict may be reflected in attitudes and behaviors characterized by poor self-concept, anxiety, withdrawal, a sense of failure and inadequacy, depression, discontent, inefficiency, a feeling of oppression, lack of flexibility, a general lack of motivation and/or cooperation, and chronic tardiness and/or absenteeism.

Societal conditions may be another source of conflict: racial, religious, ethnic, political and sexual discrimination in attitudes and practices within the larger society may inhibit or exclude individuals or groups from participating in the work group through hiring practices, stereotyping, prejudiced statements and behaviors, unequal treatment; tensions and resentments may flare up into aggressive, divisive confrontations; separatist cliques and intolerant individuals may disrupt the accomplishment of tasks and the unity of the group.

In making these five distinctions, it must be kept in mind that often the distinctions are not useful in a given situation. It may be that a "conflict" that arises within a group setting may be the result of more than one of these factors. However, it is hoped that these general categories will help you provide the students with a clearer picture of the complexity of conflicts that occur in group settings.

These five crucial areas should be related at all times to the accomplishment of the group task and to the maintenance of group cohesion. If the students don't identify these important areas, ask questions that will open the discussion to include these points, e.g.: How about the group's task? In what ways might it be the source of conflict in a group?

To reinforce the importance and usefulness of working with some general categories in discussing conflict in groups, direct students to the three part activity on page 2 of the worksheet. Here the students will find a list of problems which they will be asked to classify by cause. Tell the students that they can add any new cause that they feel adequately covers five or more items on the list.

After each student had completed his or her classification (20 minutes), the groups should discuss their individual classifications and agree as a group on classifications, i.e., share their notes and make a group set of notes (20 minutes).

The brainstorming exercise should last about 20 minutes. Its purpose is to give the students a feel for the complexity of conflict resolution, for the need for relevant information and clarification and discussion of the values that affect those involved in resolving conflicts. Lastly, the brainstorming should provide, through guided discussion afterwards, the opportunity to reflect upon the difference between constructive and destructive conflict. The list of "problems" reflects many examples of destructive conflict. The group's attempt at agreeing upon the categories and brainstorming "solutions" can be seen as examples of constructive conflict. Such constructive conflict exists in most democratic problem solving situations where diverse views exist. A group situation in which consensus exists is rare. For a truly cooperative situation involving group interaction/decision-making, many problems are solved by compromise. In its simplest form, consensus involves agreement while compromise involves acceptance.

The following suggested questions can serve as guidelines for eliciting the concerns mentioned above and can allow for the possibility of the instructor expanding on the concepts.

1. Are the "problems" you were asked to classify real ones as far as work groups are concerned?
   - Did you experience much disagreement in your group in classifying the problems?
   - What is the difference between this conflict of views (if any) and the conflicts listed in the worksheet?
   - If it's not always possible to reach consensus, can the conflict of views that results be constructive?
   - What benefits, if any, result from such constructive conflict?

You should emphasize in discussing these questions that constructive conflict is the means of producing new ideas and positive change. It is an important inter-personal relationship, one which people in business, industry, education, and almost all sections of our society engage in on a daily basis. Once its value in problem-solving is recognized, and students have experiences in knowing that disagreement and debate are part of the conflict process, then destructive conflict can be avoided.

2. Were any of the "problems," conflicts that could not be resolved easily, if at all, in a small group?
   - If you answered yes to the previous question, give some examples and explain why you think conflict resolution would be difficult within a group setting.
   - Is part of the problem here a question of differing or conflicting values? If so, give examples and explain the conflict.

You should emphasize that often destructive conflict occurs in matters so involved with basic values or emotions that resolution becomes impossible. However, there are examples of value conflicts in the list which can be resolved, given the clarification of the values involved. This is the next major area of instruction, but first the present set of activities can be brought to closure by some discussion questions probing the students' feelings about and reaction to "being in conflict" with each other on the classifying exercise. Some questions to ascertain their feelings might be the following.

3. Did you disagree much with each other on the classification of the "problems"?
   - How did you feel about being in disagreement, about defending your viewpoint or giving in to the viewpoint of someone else or the group?
   - Do you feel comfortable with compromising?

- Are you able to listen actively to the arguments of others without feeling threatened personally?

Part of the difficulty in some group situations is the failure of one of the parties in an interaction to recognize and respond to the feeling or attitudes underlying a message. We know that any message a person tries to get across usually has two components: the content of the message and the feeling or attitude underlying this content. Both are important, both give the message meaning. It is this total meaning of the message that we try to understand and respond to. In some instances, however, the content is far less important than the feeling which underlies it. To catch the full flavor or meaning of the message one must respond to the feeling component; one must try to remain sensitive to the total meaning the message has to the speaker.

The listener will often hear negative, hostile expressions directed at himself or herself. Such expressions are always hard to listen to. No one likes to hear hostile words. And it is not easy to get to the point where one is strong enough to permit these attacks without finding it necessary to defend oneself or retaliate.

Because we all fear that people will crumble under the attack of genuine negative feelings, we tend to perpetuate an attitude of pseudo-peace. It is as if we cannot tolerate conflict at all for fear of the damage it could do to us, to the situation, to the others involved. But of course the real damage is done to all these by the denial and suppression of negative feelings.

The previous set of questions should provide you with the opportunity to explore these concepts with the students. The ideal situation may be for the students to express as many of these ideas as possible in their own words through your skillful questioning and direction of the discussion.

Worksheet III-4. Special Delivery.

Distribute Worksheet III-4. When students have had to read the instruction for this activity, give each group member a set of Secret Instructions. These instructions will tell them what "values" to demonstrate during the role-play. Remind students not to tell the others in the group what instructions they have received, but to show the others what their simulated "values" are by the way they act during the role-play.

Worksheet III-5. Your Values and Mine.

How do the different values of individual group members affect the way that the whole group acts? The following activity should be used to address the need for values clarification as an important component of any conflict resolution process or strategy. Distribute Worksheet III-5. Have the students answer in writing the first section dealing with the values at work in the simulation exercise. These questions and the discussion that follows are meant to "break the ice" about values without immediately putting anyone on the defensive.

The questions in the second section may very well be the most difficult to discuss. The cautions made above should guide your own leadership of the discussion. The success of this discussion will most likely be the decisive factor in assuring that the students experience real growth in understanding and accepting differences in values in their group. It should be a truly motivating experience in their development as a cooperative work group.

You may want to have each student write his or her answers to the questions in the second section on the board. They should feel free to write more than three "values" or to withhold any they consider too personal. The lists on the board are a means for the students saying to each other publicly what positive things they stand for.

You may want to make it the responsibility of the students to explain how their "wants" as listed on the board relate to their involvement in this particular group. Help them, if necessary, to make the transition from the general to the specific. This can be facilitated by eliciting from the students what they think are the assumptions about their attitudes and behavior in groups that underlie the specific values they pick. For example, if a student says that he or she values sports, lead the group to uncover how sports are a form of group interaction. What kinds of attitudes and behavior are involved for them personally? Do they value individual competition versus group competition? Do they get satisfaction out of achieving for self and/or for them? Another useful approach is to give the students an example from your own experience and to relate it to your involvement in some group other than the present one. Your willingness to clarify a value should encourage your students to do likewise in a non-threatening yet frank environment.

In guiding the discussion, you should focus attention on the effect, if any, these various values have on how their present group functions. Any value conflicts that become apparent should be analyzed within the framework of the five sources of conflict that we have delineated. This analysis should help point out the need for using different strategies in different kinds of conflict situations.

Worksheet III-6. The Triple-A Way: Awareness, Analysis, Action

Distribute III-6 a day or two before you plan to use it in class. This worksheet is a reading assignment which introduces and explains a general method for resolving group conflicts. When you distribute the worksheet, tell the students that they will be asked to try the Triple-A Way in class. They should read the worksheet carefully, therefore, and be prepared to ask questions about any part of the Triple-A Way that they don't completely understand.

To discuss the Triple-A Way in class, put the following outline on the blackboard. Ask the students to discuss each part of the problem-solving method. Encourage students to give examples of how they would apply the Triple-A Way to group conflicts they have already experienced.

The Triple-A Way

Awareness:

1. Recognizing that something is wrong.
2. Making the problem your business.
3. Finding out the interests and beliefs of other group members that relate to the problem.

Analysis:

1. Figuring out the cause of the conflict.
2. Coming up with some possible solutions to the problem.
3. Knowing the resources you will need to solve the problem.
4. Thinking ahead to make sure that the possible solutions are good.

Action:

1. Picking the best possible solution.
2. Dividing up the work that has to be done to solve the problem.
3. Putting the solution into action.
4. Making sure that the solution works.
5. Changing the solution, if necessary.

Worksheet III-7. Resolving conflicts the Triple-A Way

Distribute Worksheet III-7 and, after students have had time to review it, redistribute Worksheet III-4, Special Delivery. Give each student a different set of Secret Instructions. This time the group's assignment is to resolve the conflicts by moving through the three steps of the Triple-A Way. One person in the group should be selected to write down what happens as the group does each step. For example, what was the conflict? Was everyone in the group willing to "own" the conflict? What values were involved? What values were brought out in the open?

After the role-play, the students should discuss the written record of how the group tried to use the Triple-A Way to resolve the conflict. The purpose of this discussion is to determine whether or not the Triple-A Way was a better approach to problem-solving than the earlier brainstorming session. In order to encourage constructive criticism, ask the members of the other groups to concentrate on what the group did best each time.

When summarizing at the end of this Instructional Phase, point out the importance of integrating the skills developed here with the previous units. You may want to review quickly the general content of previous modules and to discuss how each contributes to the students' skill in conflict resolution.

Worksheet III-8. What Did You Learn?

Before beginning the Application Phase, distribute this instructional test. The results of this test will tell you whether a review of the Instructional Phase is necessary before going to the Application Phase. Be sure to discuss the instructional test after you have scored it.

APPLICATION PHASE

Purpose

The Application Phase will give the students an opportunity to practice their new skills of conflict resolution by requiring them to apply these skills to a problem related to the context of the course. This will help students see the utility and relevance of conflict resolution skills in their daily activities.

Procedure

Before the students are asked to apply their skills in conflict resolution, lead (or ask a student to lead) an evaluation of what they've learned during the Instructional Phase. Some questions might be:

1. What happened?
    - What did we do?
    - What skills did we learn and practice?
    - How did people react? What are your feelings about these skills?
2. How are these skills applicable?
    - What about your daily activities outside of class and school?
    - What about in the context of the class?
    - How about on the job?

Following this discussion the group is to be challenged to apply their skill in conflict resolution to a problem related to the context of the course.

The nature of the problem to which the students will apply their skills is dependent on the context of the class and the needs and interests of the group and students. The students should be consulted when deciding what problem to use. The specific problem should in some way excite the imaginations of the students. To this end, it is wise they choose a real conflict---one which they must immediately try to solve. Such a problem has the advantage of giving the group a real stake in successfully carrying out this Application Phase.

While the students are resolving the conflicts, observe their behavior. Use another copy of the Group Observation Form to help you do this, and keep your own notes as well. If feasible, use cassette recorders to tape each group's discussion in the Application Phase activity to supplement your own written observations. You should also coach the students by asking questions that will help them examine themselves and their use of the conflict resolution skills.

Worksheet III-9. How Did You Do?

When the group has completed the application problem, distribute this self-evaluation form, and ask students to complete it. Afterwards, encourage them to discuss their strengths and weaknesses.

Worksheet III-10. How Did The Group Do?

The group should discuss their evaluation of themselves. They should focus on the following questions:

1. What happened and why?
    - What was the problem?
    - How did people react?
    - How did you attempt to resolve the conflict?

2. What should have happened?

    - How should people have reacted to the problems?
    - How should you have systematically identified and resolved the conflict?
    - What *is* conflict?
    - Which of the sources of conflict did this one represent?
    - How could you have made better use of the Triple-A Process?

3. What can you be conscious of in the future in order to resolve conflicts more effectively?

4. What do you think you know or don't know about conflict resolution?

Then distribute Worksheet III-10. First, students should use this form to evaluate the group individually. Then distribute one extra copy of Worksheet III-10 to each group. Ask the group to use this form to evaluate itself. Afterwards discuss these evaluations as a class.

GROUP OBSERVATION FORM

Instructions

To be used twice: once during observation of groups in the Problem Exposure Phase and once during observation of groups in the Application Phase.

A. Content of group role-play and discussion

1) Do they attempt to recognize and define the conflicts that arise in the role-play?

2) Do they attempt to express their feelings honestly and openly (in keeping with their assigned roles)?

3) Do they identify and clarify their own values (as defined by their roles) and help others clarify their values?

4) Do they attempt to analyze the source of the conflicts?

5) Do they attempt to resolve the conflicts in such a way that the task of the group is successfully accomplished?

6) Do they resolve the conflicts in such a way as to maintain the group's unity?

7) Do they resolve the conflicts in such a way that individual member needs and goals are respected and achieved?

8) Do they assess realistically the group's ability to resolve the different conflicts that arise?

9) If applicable, how adequate do you think the group's solution to the task was?

B. Group process

1) Did one or two members of the group dominate? If so, who?

2) Was every group member encouraged to contribute? If not, who wasn't?

3) Was there anyone in the group whose contributions were ignored or were not taken seriously? Who and why?

4) Was there anyone in the group who did not really participate? If so, who?

Why do you think he/she didn't?

5) Do you think people in the group were sensitive to each other's feelings? (Circle one)

very somewhat a little not at all

6) If:

1 = members seemed to feel free to offer ideas and feelings, knowing that they would be received as attempts to help the group, and

5 = members seemed to be hesitant to offer ideas and feelings for fear of being ignored or criticized,

then this group would rate_____.

7) How well do you think group members listened to and responded to each other?

Most people, when talking, would respond to comments, objections, suggestions of others: (Circle one)

most of the time some of the time hardly ever

9) How would you rate the effectiveness of the group's resolution of conflict? (Circle one from each of a and b)

a. very effective in helping accomplish task
fairly effective in helping accomplish task
many problems interfered with accomplishment of task

b. very sensitive to individuals---most people felt comfortable and appreciated.
fairly sensitive to individuals---some people felt ignored or unappreciated.
often became more concerned with personal evaluations and competitions than with joint task accomplishment.

10) If applicable---How well do you think the group accomplished its task? (Circle one)

very well adequately inadequately very poorly

11) Answer only in Application Phase---How much did you have to prompt the group to keep it operating well and concentrating on the task? (Circle one)

very much somewhat a little not at all

C. Individual members

1) Exposure Phase

For each student, make a brief note of what you think are his/her primary strengths and weaknesses in working in the group according to what you have observed. (Although you haven't had much time to observe, hopefully these brief notes will be useful to you in comparing students' behavior in the group now with what it will be in the Application Phase.)

2. Application Phase

List each student and, for each, briefly describe what you observed to be his/her strengths and weaknesses in working in the group, especially in relation to the following attitudes, knowledge, and skills: understanding the term "conflict" as it applies to group functioning, identifying sources of conflict, clarifying values of self and of others, using a systematic process in resolving conflicts so that group tasks are accomplished and group unity is maintained.

IV. PLANNING

Group Objectives

As a result of participating in this module, the group will more effectively plan their tasks. More specifically, the group will be able to:

1. determine the nature of the task (what must be done, where, when, why, and by whom);
2. determine the resources available for the task;
3. determine obstacles that may hinder the accomplishment of the task;
4. generate several alternative ways to accomplish the task;
5. establish the basis for selecting an alternative;
6. decide which alternative to use;
7. determine the details of the plan (who will do what, when, where, how);
8. evaluate their planning process, based on their ability to accomplish the above steps.

Individual Student Objectives

In order to accomplish the group objectives, each student will develop the following attitudes, knowledge and skills.

Attitudes. Each student will:
- value planning as a necessary process for accomplishing tasks and achieving goals;
- value a systematic approach to tasks;
- value the generating of alternatives before reaching a group decision; and
- value the use of group decisions in planning as a means of getting the greatest possible commitment from the group.

Knowledge. Each student will understand:
- the tasks to be accomplished;
- the constraints created by the situation;
- the need for consistency between a chosen plan and the group's goals and resources;
- a technique for planning; and
- the need to gather information before determining a plan of action.

Skills. Each student will be able to:
- state the task in concrete terms;
- propose several alternative ways of accomplishing the task;
- identify resources he can provide for each alternative;
- gather and assess information pertinent to the task;
- identify decisions that need to be made and problems that need to be solved;
- assess alternatives on the basis of the probability of the group's being able to carry them out successfully; and
- apply a planning process to personal tasks.

TEACHER'S NOTE. *The Introduction of this manual contains a general description of INTERACTION modules and how to use them. Please review the Introduction as well as the specific Teacher Suggestions given here before you begin using this module in your classroom.*

PREPARATION PHASE

Worksheet IV-1. Planning

It is important that students see the relevance between their daily tasks and the skills involved in the planning process. In this worksheet, students will be asked to consider their present skills in planning and how these skills apply to their daily tasks and activities.

Remember to distribute this first worksheet one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The purpose of this phase is to give students the opportunity to use their planning skills in a life-like situation. When they have tried to apply their planning skills to the problem presented, they will participate in an evaluation discussion which should help motivate them to want more skill in planning. During the Problem Exposure Phase, you will be able to record observations as in previous modules. Your observations can help you adjust the Instructional Phase so that it meets the unique needs and interests of your students. Your observations can also serve as another form of pretest. If feasible, the problem exposure activity should be recorded on cassette audio tapes (or video tape) in order to help in the evaluation of the group planning process.

Worksheet IV-2. Let's Go to a Movie

Distribute copies of Worksheet IV-2. When they have read this, give each group member a different Plan With These Facts In Mind sheet. This will tell them who to be and how to act during the role-play. After the students have had time to read and think about their assigned roles, allow a few minutes for any clarifications. Remind the students that they are not to discuss the content of their roles with one another. They are only to act out their roles as naturally as possible. Allow the group 15 minutes to solve the planning problem.

While the students are trying to solve the problem, listen attentively to ascertain the types of things they consider. Use the Group Observation Form and make notes to help you in planning the Instructional Phase to meet the needs of these students.

When thirty minutes have elapsed, stop the activity regardless of whether the students have completed a plan. Lead a group discussion. Elicit from them their plan, how they felt, and what they did in dealing with the problem given. Lead them in a group evaluation of their knowledge and use of planning skills. Help them analyze what happened during their role-play.

During the discussion, students may become immersed in the details of the specific planning problem. If this happens, try to steer the discussion back to the planning process itself. Make use of your observations to raise questions about the students' own observations.

Conclude the Problem Exposure Phase by summarizing the major points made, or ask a student to do this. Inform students that later in this module they will learn eight steps that they can use to plan a task efficiently. Remind students to be prepared to discuss Worksheet IV-1 at the next class session.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase will give students a model planning process. They should explore the implications of this model for their group as well as for their personal tasks and activities. Students should engage in discussions about each step in the process and should apply each step, as it is discussed, to a hypothetical planning problem.

Review of the Problem Exposure Phase

Involve students in a short discussion to review the Problem Exposure Phase. One student may be asked to summarize the experiences of the group. Then some of the following questions can be used to generate discussion:

1. What did you learn?
   - What do you already know about planning?
   - What do you still need to learn?
2. Having had time to consider the problem, how do you feel about developing your skill in planning?
   - Do you feel it is an important skill to develop? Why?
3. What importance do you think skill in planning might have for your group?
   - How does it apply to your group's goals?

The main purpose of this discussion is to encourage students to think about the planning process and its relation to their group. This will prepare them for the content of this module.

Review of Worksheet IV-1

Ask the students to refer to their responses on Worksheet IV-1 during this activity. Ask them to compare their responses. Have them focus on their personal planning processes, rather than on the nature of the particular tasks they have listed. Go through the questions in Worksheet IV-1 and discuss each one after the students have shared their responses with the group. It is important to assure students that there are no right or wrong answers. If any student feels his or her responses are too confidential, that student need not share them with the group.

Introducing the Instructional Phase

The information which follows is the content to be covered in this module. This information can be conveyed effectively to students in discussions by using leading questions to prompt the students' participation. As each step in the planning process is discussed, have the students apply that step immediately to a simple, practical problem in planning. The problem chosen should be one that interests the students. The group should be given a choice of problems or asked to develop its own problem.

While no single planning process is probably "the best," a systematic process should include the following eight steps as a minimum. Particular planning processes may not fit these specific terms, but generally they will have these characteristics.

Worksheet IV-3. The First Step in Good Planning

Understand the job that has to be done. Before the group begins actual planning, it is important that all the members understand the task and are committed to it. In considering the nature of the task that has to be done, the group should ask itself:

1. What is the job? Does everyone understand it?
2. Does everyone agree to go along with it?

An understanding of the task can be developed by investigating and deciding the following:

- What has to be done?
- When? Is there a special time limit?
- Who must do it? The entire group, individual group members, someone outside the group?
- Where must it be done? Is there a special place?
- Why must it be done? How does it relate to the group's goals and purposes? Is there a special reason for doing the job that will make a difference in planning?

Once the job is understood, then the group can agree about whether it wants to do the job. It is essential that all the group members understand the task, however, before they make this decision.

If one or two members or even a large minority of the group can't agree about going on with the task, here are some things the group might do to resolve the problem:

- Ask for other ideas.
- Bargain for changes.
- Refuse the task.
- Try to change the minds of the minority.
- Insist on a majority decision.

In any case, the group must realize that it cannot go any further until it has reached a decision about committing itself to the task.

When the first step in the planning process is completed, the group should have decided on the nature of the task and its commitment to it.

Worksheet IV-4. The Second Step in Good Planning

Know what resources you will be able to use. Some of the questions the group should ask itself when considering its resources are:

1. What skills do group members have that might be used in this job? We have explored our personal resources in past activities, and we each have an idea of some of the ways in which each member of our group is a resource for the group. Think of ways in which we could use these varied resources to accomplish this job.

2. Has anyone in the group ever done this type of work before? What experiences do individuals or the group have that might be related to the job? These past experiences can be an important resource for our group. How could we build on them or use them in this job?

3. What equipment, supplies, and money does our group have? The availability of these may determine whether the group can do the job at all.

4. How much time is available and when is it available? Time is a very important resource. Do we have enough time to do this job?

When the available resources have been considered, the group will have determined the potentials of its members, the experience, the equipment, the supplies, the money, and the time available for accomplishing its task. Consideration of the resources may suggest or eliminate possible plans for accomplishing the task.

Worksheet IV-5. The Third Step in Good Planning

Think about the problems that lie ahead. This step will help the group identify obstacles to avoid or to overcome in the accomplishment of its task. Questions the group should ask are:

1. What things about the job itself might make it hard for us to do it?
2. What things about the group might make it hard for us to do the job?
3. What things about the situation might make it hard for us to do the job?

In answering these questions, the group should decide what effects such problems and obstacles might have on its ability to do the job. The group may also wish to discuss how to solve the problems or avoid the obstacles it has foreseen.

When the third step in the planning process has been completed, the group will have considered as many as possible of the obstacles that might lie ahead of it in accomplishing its task.

Worksheet IV-6. The Fourth Step in Good Planning

Think about different ways to do the job. The three preceding steps of the planning process comprise the fact-finding and information-gathering phase of planning. Identifying alternatives is the first step in the creative phase of planning. Some strategies for generating alternative plans are:

1. Get suggestions from all group members. Do not judge the worth of any alternative at this point.
2. Try brainstorming ideas. Have someone record the ideas on paper so they can be judged later.
3. Try to decide what the group might do in case of unforeseen changes of plan. How might such changes affect the group's ability to do the job?
4. What are the most likely changes in plan that might occur? How would they affect the group's ability to do the job? Thinking about such changes now and trying to make the plan flexible enough to include them will make the completed plan more effective.

When the group has finished generating alternatives, it will have produced a set of alternatives from which it can choose a final plan of action.

Worksheet IV-7. The Fifth Step in Good Planning

Study these different ways. This is a reflective step in the planning process. The decisions that the group has already made about the nature of the task, the resources of the group, and the obstacles that may hinder the accomplishment of the task will generate criteria for selecting an alternative to follow. It is important that the group review the decisions made about the task, resources, and obstacles before deciding on a plan of action. This step ensures consistency between the plan and the nature of the task, the resources of the group, and the avoidance of obstacles to the group's action. When this step is completed, the group will have determined formally the criteria for selecting a plan.

Worksheet IV-8. The Sixth Step in Good Planning

Choose the best plan of action. Based on all the previous steps, the group now decides on a plan of action. If none of the alternatives generated in the previous step seems to be acceptable, the group should consider one of two actions:

1. Combining two or more alternatives;
2. Brainstorming more alternatives.

If the group is still unable to decide, it should consider going back to the first step and re-thinking the task, its understanding of the job and its commitment to it.

When this step in the planning process is completed, the group will have decided on a plan of action. The plan of action which the group decides to pursue should be the alternative that is most consistent with the task, the resources, and avoidance of the expected obstacles.

Worksheet IV-9. The Seventh and Eighth Steps in Good Planning

Work out the details of your plan. Now the group must agree on the specific details of its plan. It should determine the answers to the following questions:

1. What exactly will be done?
2. Who will do it?
3. Where and when will it be done?
4. How will it be done (what are the procedures to follow)?

As these details are decided on, they should be recorded on paper and copies should be made for all those involved. Recording the plan makes it formal and ensures that details and assignments are not forgotten. When this step is completed, all details of the plan will have been worked out and recorded.

Stop and think about how well you have done the first seven steps. When all decisions have been made and the plan is ready to be carried out, the group should consider the process it followed in devising the plan and ask itself:

1. How well did we think about the job?
2. How well did we think about our resources?
3. How well did we think about possible problems?
4. How well did we list different ways to do the job?
5. How well did we study those different ways to decide which was best? How good were the standards we used in deciding?
6. How well did we choose a plan?
7. How well did we work out the details of the plan?
8. How can we improve our planning?

When this step is completed, the group will have evaluated its work on the previous seven steps of the planning process. Explain to the students that evaluating their planning will lead to improved planning in the future.

Discussion

Point out to your students that several times in this course there have been references to group aims or goals, yet the group has never been asked to establish or state such goals. Planning to accomplish specific tasks is a waste of time if these tasks are not related to group goals. A group without goals cannot really decide what tasks it ought to undertake.

Discuss with them some of the "ingredients" that go into group goals:

1. Members' individual needs and characteristics
2. Members' values
3. Members' aspirations and hopes
4. Demands made on the group by outside influences (situation, environment, other groups)
5. Demands made on the group by itself and by individual members

Lead a discussion about how group goals are determined. Bring out the idea that group goals should meet the following criteria:

1. Group goals should represent members' individual needs, characteristics, values, and aspirations.
2. There should be agreement on group goals to ensure commitment to them.
3. Group goals should be realistic and achieveable within the given situation.
4. There should be some way of knowing when the goals have been achieved.

Lead a discussion about priorities in establishing group goals. Important points to bring out in discussion are:

1. Priorities are set so the group, when faced with the situation of achieving one goal at the cost of another, will already have criteria for deciding which goal to achieve.
2. Priorities can change, but the group should always consider carefully any action that shows a change in priorities.
3. Priorities should be set by asking, "If we could only accomplish one (two, three, etc.) goal, what would it (they) be?"

Worksheet IV-10. What Did You Learn?

Before beginning the Application Phase, distribute the instructional test. The results of this test will tell you whether a review of the Instructional Phase is necessary before going on to the Application Phase. Be sure to discuss the instructional test after you have scored it.

APPLICATION PHASE

Purpose

The Application Phase will give students the opportunity to practice their new skills of planning by requiring them to apply these skills to a problem related to the context of the course. This will help students see the utility and relevance of planning skills in their daily activities. It will also give you an opportunity to observe the students and compare their performance with their performance during the Problem Exposure Phase.

Procedure

Before the students are asked to apply their skills in planning, lead (or ask a student to lead) an evaluation discussion of what they've learned during the Instructional Phase. Some questions might be:

1. What happened?
   - What did we do?
   - What skills did we learn about and practice?
   - How did people react? What are your feelings about the skill?

2. How is this skill applicable?
   - What about your daily activities outside of class and school?
   - What about the context of the class, the group's goals?
   - What about on the job?

Following this discussion, the group will be challenged to apply its skill in planning to a problem related to its goals. Be sure the students know how much time they have for planning, and how much time they will have for accomplishing the task.

While the students are planning, observe their behavior. Use another copy of the Group Observation Form to help you do this, and keep your own notes as well. If feasible, use cassette recorders to tape each group's discussion in the Application Phase activity to supplement your own written observations. You should also coach the students by asking questions that will help them examine themselves and their use of planning skills.

Worksheet IV-11. How Did You Do?

When the group has completed the application problem, distribute this self-evaluation form and ask students to complete it. Afterwards encourage them to discuss their strengths and weaknesses.

Worksheet IV-12. How Did the Group Do?

The students should discuss their evaluation of themselves. They should focus on the following questions:

1. What happened and why?
   - What was the task?
   - How did people react?
   - Was a systematic planning process used? What?
2. What should have happened?
   - How should people have reacted to the task?
   - What steps should have been taken in planning the task?
3. What can you be conscious of in the future to improve your planning?
4. What do you think you know or don't know about planning?

Distribute Worksheet IV-12. First, each student should use this form to evaluate the group individually. Them distribute an extra copy of Worksheet IV-12 to each group. Ask the group to use this form to evaluate itself. Afterwards, discuss their evaluations as a class.

GROUP OBSERVATION FORM

Instructions

To be used twice: once during the Problem Exposure Phase and once during the Application Phase.

A. Content of group discussion

1) Are they analyzing the task and making certain each has an understanding of it?
2) Do they seek to gather all the information?
3) Are they identifying the resources that might be used and the obstacles in the situation that may hinder the accomplishment of the task?
4) How many alternatives do they consider?
5) Do they listen attentively to all suggested alternatives?
6) Do they establish criteria for selecting an alternative (goals, ethics, etc.)?
7) Is the plan they choose related to the criteria?
8) Does everyone agree on the decision?
9) Do they have at least one alternate approach?
10) Do they record their plan on paper?
11) Do they evaluate their planning process when the plan has been completed?

B. Group process

1) Did one or two members of the group dominate? If so, who?

2) Do you feel that every group member's ideas and opinions were considered and used in attempting the task? If not, what and whose were not used?

3) How would you rate the group on getting along together? (Circle one)

   a. got along smoothly and focused on the task.
   b. some friction, but devoted most of time and energy to task.
   c. competitiveness and/or friction interfered somewhat with accomplishment of the task.
   d. great competitiveness and/or friction occupied most of energy and time of group.

4) - If applicable - How well do you think the group accomplished its task? (Circle one)

   very well   adequately   inadequately   very poorly

5) Answer only in Application Phase - How much did you have to prompt the group to keep it operating well and concentrating on the task? (Circle one)

   a great deal   somewhat   very little   not at all

C. Individual members

1) Exposure Phase

For each student, make a brief note of what you think are his/her primary strengths and weaknesses in working in the group according to what you have observed. (Although you haven't had much time to observe, hopefully these brief notes will be useful to you in comparing students' behavior in group now with what it will be in the Application Phase.) You may continue your comments on the next page.

2) Application Phase

List each student and, for each, briefly describe what you observed to be his/her strengths and weaknesses in working in the group, especially in relation to the following attitudes, knowledge, and skills: understanding the term "planning" as it applies to considering the nature of the task, considering resources, considering obstacles, considering alternatives, considering criteria for choosing an alternative, deciding on a plan, considering the details, evaluating the planning process, understanding the need for group goals and their relationship to planning processes. Write your comments on the back of this sheet.

V. EVALUATING

Group Objectives

As a result of participating in this module, the group will better evaluate its performance of a task. More specifically, the group will:

1. determine what should have happened in a situation;
2. determine what did happen in the situation;
3. notice similarities and differences between what happened and what should have happened;
4. determine reasons for these similarities and differences; and
5. decide what to do to improve in the future.

Individual Student Objectives

In order to accomplish the group objectives, each student will develop the following attitudes, knowledge, and skills.

Attitudes. Each student will:
- be willing to evaluate him or herself and others;
- accept constructive criticisms and suggestions from fellow group members;
- accept new ideas and change; and
- appreciate the importance of constant evaluation of group performance as a first step toward improvement.

Knowledge. Each student will understand:
- when changes must be made in a situation;
- that conflicts may develop between accomplishing a task and maintaining the group;
- the questions to ask when evaluating;
- the process of evaluation; and
- the role that goals and values play in evaluation.

Skills. Each student will:
- observe the group and evaluate its performance in a given situation;
- apply the evaluation process to a personal task or activity; and
- identify personal values and their relationship to the group's values.

TEACHER'S NOTE. *The Introduction of this manual contains a general description of INTERACTION modules and how to use them. Please review the Introduction as well as the specific Teacher Suggestions given here before you begin using this module in your classroom.*

PREPARATION PHASE

Worksheet V-1. Evaluating

The general purpose of this module is to help students learn a process for evaluating group performance. The process also can be adapted to evaluating individual performance. Group performance is evaluated in regard to two main aspects: (1) accomplishment of the task and (2) maintenance of group cohesion or unity. Students are helped to arrive at criteria for judging or evaluating group performance and then to judge performance according to those criteria.

Remember to distribute Worksheet V-1 one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The purpose of this Phase is to give students the opportunity to use their skills in evaluation of group performance in a life-like situation. When they have tried to apply their evaluation skills to the problems presented, they will participate in a further discussion which should help motivate them to develop better skills in evaluation. During the Problem Exposure Phase, you will be able to record observations as in the previous modules. Your observations will help you revise the Instructional Phase so that it meets the unique needs and interests of your students. Your observations also serve as another form of pretest. If feasible, the Problem Exposure activities should be recorded on cassette audio tapes (or video tape) in order to help in the evaluation of the group evaluation process.

Worksheet V-2. The Job Interview

Distribute Worksheet V-2. When everyone has read it, give each of three group members a different set of Secret Instructions. This will tell them who to be and how to act during the role-play. Since these roles are moderately difficult, you might want to assign them the day before you use the play. Tell the students when they will act out the roles and remind them not to read each other's roles or discuss their roles with other members of the group (including the non-acting members).

Just before the play begins, give the three role-players a minute or two to put themselves in a proper frame of mind. Instruct the non-acting students to watch the play closely and evaluate what is happening. Encourage them to take notes and tell them they will complete a group evaluation when the role play ends. The actors will also be asked to evaluate at the end. If students ask you what is meant by the word "evaluation," tell them to interpret it as they understand it now.

After you read the problem situation to the observers to make sure everyone understands it, let the first version of the role-play begin. In this version, it is important that the players reach a decision. If the play begins to drag and the owner does not reach a decision, prompt him by asking him or her to follow the instructions given. The role play should last no longer than fifteen minutes.

When the role-play ends, ask both the observers and the role-players to think about what they have seen and heard. Allow a few minutes for thought. Then give students ten minutes to evaluate the situation in two sub-groups (role-players and observers). At the end of the ten minutes, ask for a report on their evaluations. Remind them that they are to evaluate the situation, not the players' performances.

For the second version of the play, the role-players and observers should switch roles. Give each of the three new role-players a set of Secret Instructions. After they have had an appropriate amount of time for preparing to act out their roles, let the play begin. As before, instruct the observers to watch carefully and to prepare to make a group evaluation of what happens in the play.

In this version of the play, in contrast to the first version, it is desirable that the owner not reach a decision by the end of the play. Call a halt to the play either when it begins to drag or when any of the participants calls for a decision.

When the role-play ends, ask both the observers and the role-players to think about what happened. As before, ask them to evaluate the play in two sub-groups---role-players and observers. After ten minutes, ask for a report on their evaluations. Then have the group work together to compare and contrast the two role-plays.

While the students are conducting their group evaluations, listen attentively to ascertain the types of things they consider. Use the Group Observation Form and make notes also. This will help you in planning the Instructional Phase to meet the needs of your students. Answering the questions on the Group Observation Form will also help you lead the discussion at the beginning of the Instructional Phase. It can serve as a form of pretest, too. Summarize the students' reports on the Group Observation Form as well. When the students have completed their evaluations, lead a group discussion. In this discussion, get the students to concentrate on their evaluation process, not on the role-played situations. Help them focus on what they said and did in the evaluation discussions and how effective these actions were.

Conclude the Problem Exposure Phase by summarizing the major points made, or ask a student to do this. Inform students that later in this module they will learn five steps that they can use to evaluate group or individual performance effectively. Remind students to be prepared to discuss Worksheet V-1 at the next class session.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase will give students a model process for evaluating group performance. They should explore the implications of this model for their group and for their individual tasks and activities. Students should engage in discussions about each step in the process and should apply each step, as it is discussed, to the fictional situation they are given.

Review of the Problem Exposure Phase

Involve students in a short discussion to review the Problem Exposure Phase. One student may be asked to summarize the experiences of the group. Then some of the following questions can be used to generate discussion:

1. What did you learn?
   - What do you already know about evaluation?
   - What do you still need to learn?

2. How do you feel about developing your skill in evaluation?
   - Do you feel it is an important skill to learn? Why?

3. What importance do you think skill in evaluation might have for your group?
   - How does it apply to your jobs and activities?

The main purpose of this discussion is to encourage the students to think about the evaluation process and its relation to their group. This will prepare them for the content of this module.

Review of Worksheet V-1.

Ask the students to refer to their responses on Worksheet V-1 during this activity. Ask them to share their responses with one another. Have them focus on what they thought evaluation was, how they saw evaluation in relation to specific tasks, and what importance they saw in knowing how to evaluate group or individual performance. Go through the questions in Worksheet V-1 and discuss each one after the students have shared their responses with the group. It is important to assure students that there are no right or wrong answers. If any student feels his or her responses are too confidential, that student need not share them with the group.

Introducing the Instructional Phase.

The information which follows is the content to be covered in this module. This information can be conveyed effectively to students in discussions by using leading questions to prompt the students' participation. As each step in the evaluation process is discussed, have the students apply that step immediately to the fictional situation described in Worksheet V-3.

In the model process for evaluation, as in other model processes used in these modules, our terms may vary somewhat from those used by others. However, the concepts are generally accepted and the process ought to be useful in a wide variety of situations.

Worksheet V-3. Building the Eiffel Tower.

This worksheet is a story about a group of students trying to accomplish a specific task. Distribute this worksheet to the students and make sure that everyone has read it before you proceed further. Inform the students that they will need to refer to this while doing the activities in Worksheets V-4 through V-8.

Worksheet V-4. The First Step in Evaluation.

Decide what should have happened in a situation. Before the group can evaluate what happened in a situation, it must form a mental picture of what should have happened had the situation been ideal. This "ideal" picture will help in formulating criteria by which to judge what really did happen. The group should define its ideal situation with respects to two main goals: (1) accomplishing the task, and (2) maintaining group cohesion or unity.

When constructing its ideal picture of what should have happened, the group should ask itself the following questions:

1. What job was the group trying to do? How should it have been done?
2. What were the group's goals? What was the purpose of the particular job it was trying to do?
3. What kind of plan did the group have?
4. How should the group have worked together to achieve its goals?
5. What should each member of the group have done to help the group finish its job and achieve its goals?

Students may discover that they have trouble agreeing on an ideal picture because their values differ. Tasks vary in importance to different individuals, and different people also have different ideas about the "right" or "best" way to accomplish a given task. Ways of achieving group cohesiveness and cooperation, and the value of achieving such cooperation, are also subjects about which people often disagree.

If such differences in approaches and values appear during the discussion of this first step, talk about the differences also. Then bring out the idea that although such differences are both common and legitimate, the group must come to an agreement on values and criteria before it can evaluate a situation successfully. If the group has used INTERACTION Module III, Resolving Conflicts, discuss the ways conflicts might have been resolved in order to arrive at group values and a group "ideal picture" of what should have happened in this fictional situation.

Worksheet V-5. The Second Step in Evaluation.

Decide what did happen in the situation. To do this step in evaluation effectively, the group must have good powers of observation. It must be able to use eyes and ears to determine accurately what went on as it or another group performed a task. It should observe what happens both with regard to performance of the task and with regard to maintenance of group cohesion.

When trying to determine what did happen in a situation, the group should ask itself the following questions:

1. Was the job finished?
2. Was the job finished on time?
3. Was the job finished properly, or were there mistakes in it? If there were mistakes, what were they? How important were they to the success of the group's work?
4. Did everyone do (or try to do) the part of the job that he or she had been given? If not, who failed to do his or her part?
5. How did the group feel about its work? Was each person happy with his or her own work and with the work of the others? If not, who was unhappy, and about what?
6. Do the group's reactions to each other on this job suggest that they will want to work together again in the future? If not, what do their feelings suggest?

Note that not all the questions may apply to any given task or situation. For instance, time of finishing may not be important to a particular job, or the time limit may have been unrealistic in the first place. Note also that many of these questions call for opinion (what is "properly"?). They cannot be answered by the group unless the group has agreed on the preceding step, "What should have happened?"

Deciding what happened in terms of group cohesion may be harder than deciding what happened in terms of the job. It requires a sensitivity to emotional nuances which may have to be developed with practice.

Students may notice that the two goals (that of completing the job successfully and that of working together as a group) sometimes conflict. Efforts to make the group (or individuals within it) happy or satisfied may hinder the accomplishment of the task itself, and vice versa. Refer back to the role-plays in discussing this point.

If the students have used INTERACTION Module I, Communication remind them of the instructions they received in that module about receiving and interpreting information.

You may also wish to point out, or a student may point out, that the first two steps in the evaluation process are interchangeable. Either step could occur before the other. Often evaluation will begin spontaneously because the group, or a member ot it, observes "what is happening" and then goes on to compare this with "what should be happening."

Worksheet V-6. The Third Step in Evaluation.

Compare and contrast what should have happened with what did happen. Now the group should compare the two "mental pictures" it created in the previous two steps. This is the judgment step in the evaluation process. By the time the group has finished noticing similarities and differences between what should have happened and what did happen, it will have judged how close the group being evaluated came to achieving its goals.

When determining similarities and differences between what happened and what should have happened, the group should ask itself the following questions:

1. What things about the work itself happened as they should have happened?
2. What things about the way the group worked together happened as they should have happened?
3. What things about the job did not happen as they should have happened? Did the group finish its job, but in a way different from the way it had planned? Did the job itself create problems that the group had not expected? Were there things in the situation or the environment that made problems which the group had not expected? What were the unexpected problems that came up?
4. Did the members of the group have problems in working together that should not have happened? If so, which members had problems and what were they?

Emphasize that the group can learn from both the differences and the similarities that it discovers.

Worksheet V-7. The Fourth Step in Evaluation.

Figure out reasons for these likenesses and differences. Before the group can decide on how to improve its performance in the future, it must determine not only what occurred in the present situation, but why each thing occurred.

When trying to determine reasons for similarities and differences between the real and the ideal, the group should ask itself the following questions:

1. Some things about the job happened as they should have happened. What was the reason for each of these things? What did these things show about skills and strengths the group had in doing its job? What talents and resources did the group use well? What was good about the plan that the group made?

2. Some things about the way the group worked together happened as they should have happened. What was the reason for each of these things? What did these things show about the strengths the group had in working together? In what cases did the group work out its conflicts well? In what cases did the group use good communication to work together or solve its problems?

3. Some things about the job did not happen as they should have happened. What was the reason for each of these things? What weaknesses in

the group's skills did these things show?

4. Some things about the way the group worked together did not happen as they should have happened. What was the reason for each of these things? What private needs, values and goals of members of the group might have caused these problems? How did those needs, values and goals differ from those of the group?

The group should also take this opportunity to evaluate the standards it set up in Step 1. Were the group's expectations reasonable, or do they now seem to have been too high? The group should not often lower its standards or give up too easily, but on the other hand it should not make such strict requirements of itself that it never achieves them and thus becomes discouraged.

Worksheet V-8. The Fifth Step in Evaluation.

Decide what to do to make things better in the future. This is the final step in the evaluation process, and also the main reason for the process taking place. If evaluation does not lead to improvement, it is virtually useless.

Improvement involves continuing to do what is done well (similarities between what happened and what should have happened) and changing what is done badly (differences between what happened and what should have happened). In trying to determine what it should do to improve in the future, the group should ask itself the following questions:

1. What things about the way the group does its job should the group keep the same in the future?

2. What things about the way the group works together should the group keep the same in the future?

3. What things about the job should the group make different in the future? How should the group change these things? How could the group plan better? How could it use its resources and equipment better?

4. What things about the way it works together should the group make different in the future? How should the group change these things? How could the group communicate better? What group conflicts need to be worked out? What individual needs and goals should be put aside so that the group can work together? What individual needs should be given more attention?

The group should consider improvements both with regard to similar situations that may come up in the future (for instance, the activity in this worksheet gives students a chance to make suggestions about the ways the fictional group might complete their task) and with regard to any situation which may come up. For instance, how to plan better or how to communicate better.

Once plans for improvement have been made, these plans must be put into action. The group cannot, of course, take action to improve the fictional situation, although it can suggest what might be done. But you should emphasize that in real-life situations the evaluation process should end not with a list on paper but with action. Action is not a part of the evaluation (judging) process. It is the goal toward which that process strives.

You should conclude the discussions of the evaluation process by talking about the difference between "formal" evaluation and "continuous" evaluation. In formal evaluation, a group gets together after it has finished a task, or at any agreed-upon time, and goes through the evaluation process systematically, step by step. Continuous evaluation, on the other hand, is the process of asking oneself the evaluation questions continually during the performance of a task. Usually the first and key question in this case is "What is happening?" Continuous evaluation should allow one to improve as needed during a given task. If it seems necessary, a group member may call for a formal evaluation during or after the task. However, if all members of the group are evaluating continuously, a separate formal evaluation often should not be necessary.

Thus the distinctions between formal and continuous evaluation are that the first is done by the group, the second by the individuals in the group; the first takes place at a given time, the second is continuous and on-going; the first is aimed at the future, the second at the present. Both processes are necessary to effective group performance.

As further practice in evaluating, the students can now apply the steps of the evaluation process to their own group evaluation of the fictional situation. You may need to guide them through this process and remind them of each step. Clarify any misunderstandings about the evaluation process that show up at this time.

Worksheet V-9. What Did You Learn?

Before beginning the Application Phase, distribute this instructional test. The results of this test will tell you whether a review of the Instructional Phase is necessary before going on to the Application Phase. Be sure to discuss the instructional test after you have scored it.

APPLICATION PHASE

Purpose

The Application Phase will give students an opportunity to practice their new skills of evaluation of group performance by requiring them to apply these skills to a problem related to the context of the course. This will help students see the utility and relevance of evaluation skills in their daily activities. It will also give you an opportunity to observe the students and compare their performance with their performance during the Problem Exposure Phase.

Procedure

Before the students are asked to apply their skills in evaluation of group performance, lead (or ask a student to lead) an evaluation discussion of what they've learned during the Instructional Phase. Some questions in the discussion might be:

1. What happened?
   - What did we do?
   - What skills did we learn and practice?
2. How are these skills applicable?
   - What about your daily activities outside of class and school?
   - What about in the context of the class?
   - What about on the job?

Following this discussion, the group will be challenged to apply its skill in evaluating to a problem related to the context of the course. Be sure the students know how much time they have for doing the activity and for evaluating.

The nature of the problems to which the students apply their skill will depend on the context of the class and the needs and interests of the group and students. The students can be consulted when you are deciding what problem to present to them. The specific problem must excite the imagination of the students in some way. It might be wise to choose a task which is related to something they will do later. Such a problem will give the students real motivation to do their best during the Application Phase.

While the students are evaluating, observe their behavior. Use another copy of the Group Observation Form to help you do this, and keep your own notes as well. If feasible, use cassette recorders to tape each group's discussion in the Application Phase activity to supplement your written observations. You should also coach the students by asking questions that will help them examine themselves and their use of skills in evaluating group performance.

Worksheet V-10. How Did You Do?

When the group has completed the application problem, distribute this self-evaluation form and ask students to complete it. Afterwards, encourage them to discuss their strenths and weaknesses.

Worksheet V-11. How Did the Group Do?

The students should discuss their evaluation of themselves. They should focus on the following questions:

1. What happened and why?
   - What was the problem?
   - How did people react?
   - How did you go about evaluating your group's performance?
   - What areas of improvement did you identify as a result of your evaluation?

2. What should have happened?
    - How should people have reacted to the problem?
    - What is evaluation?
    - How should you have gone about evaluating your group's performance systematically?
    - Did any of you evaluate in your own mind as you proceeded with the job?
    - How could you have made better use of the evaluation process?

3. What can you be conscious of in the future in order to evaluate the group better?

4. What do you think you know or don't know about evaluating group performance?

Then distribute Worksheet V-10. First, students should use the form to evaluate the group individually. Then distribute an extra copy of Worksheet V-10 to each group. Ask the group to use this form to evaluate itself. Afterwards, discuss these evaluations as a class.

GROUP OBSERVATION FORM

Instructions

To be used twice: once during observation of groups in the Problem Exposure Phase and once during observation of groups in the Application Phase.

A. Content of group discussion

1) Do they attempt to determine what should have happened in the situation?
2) Do they consider what did happen?
3) Do they consider differences and similarities between the two?
4) Do they consider reasons for those differences and similarities?
5) Do they identify ways to improve in the future?

B. Group process

1) Did one or two members of the group dominate? If so, who?
2) Do you feel that every group member's observations and opinions were considered and used in attempting to evaluate? If not, what and whose observations and opinions were not used?
3) How would you rate the group on getting along together? (Circle one.)
   a. Got along smoothly and focused on the task.
   b. Some friction, but devoted most of time and energy to task.
   c. Competitiveness and/or friction interfered somewhat with accomplishment of the task.
   d. Great competitiveness and/or friction occupied most of energy and time of group.

4) How well do you think the group accomplished its task of evaluating? (Circle one)

very well	adequately	inadequately	very poorly

5) -Answer only in Application Phase- How much did you have to prompt the group to keep it operating well and concentrating on the task of evaluating group performance?

a great deal	somewhat	very little	not at all

C. Individual Members

1) Exposure Phase

For each student, make a brief note of what you think are his/her primary strengths and weaknesses in working in the group according to what you have observed. (Although you haven't had much time to observe, hopefully these brief notes will be useful to you in comparing students' behavior in group now with what it will be in the Application Phase.)

2) Application Phase

List each student and, for each, briefly describe what you observed to be his/her strengths and weaknesses in working in the group, especially in relation to the following attitudes, knowledge, and skills: understanding the term "evaluation" as it applies to group functioning, valuing his/her own observations, values, and opinions and those of others for fostering group growth and productivity, accepting group consensus, and identifying ways to improve.

VI. SHARING LEADERSHIP

Group Objectives

As a result of participating in this module, the group will recognize leadership qualities in all members of the group and think about how power is used in the group. More specifically, the group will:

1. seek leaders who help the group stay together and get its job done;
2. seek leaders who have valid bases of power; and
3. seek leaders who share leadership rather than manipulate people.

Individual Student Objectives

In order to accomplish the group objectives, each student will develop the following attitudes, knowledge, and skills.

Attitudes. Each student will:
- value his or her own abilities to lead;
- respect others' abilities to lead;
- value the qualities of leadership and of shared leadership; and
- value the proper use of power and influence.

Knowledge. Each student will know:
- the qualities of leadership;
- his or her own leadership abilities;
- the leadership abilities of other group members; and
- the proper and improper bases and uses of power.

Skills. Each student will
- participate in the leadership process;
- use power and influence properly; and
- share leadership with other group members.

PREPARATION PHASE

Worksheet VI-1. Sharing Leadership

The general purpose of this module is to help students learn some qualities of leadership and study some effects of the use and the misuse of power. Students will also study some bases of power and will be introduced to the concept of shared leadership.

Remember to distribute the first worksheet one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The purpose of this phase is to give students the opportunity to try to recognize leadership skills and to help them see the difficulties of choosing a good leader. When students have tried to apply their skills to the leadership problem presented, they will participate in a further discussion which should help motivate them to want more skill in recognizing and using leadership abilities.

During the Problem Exposure Phase, you will be able to record observations as in previous modules. Your observations will help you revise the Instructional Phase so that it meets the unique needs and interests of your students. Your observations also serve as another form of pretest. If possible, the Problem Exposure activity should be recorded on cassette audio tapes (or video tape) in order to help in the evaluation of group leadership skills.

Worksheet VI-2. Choosing a Leader

Distribute copies of Worksheet VI-2. Allow time for students to read the worksheet and ask any questions they may have. If they want to know what is meant by "a good leader" or "leadership," tell them to use the terms as they understand them now. Remind them that they will have 20 minutes to choose a leader from among the five fictional people described on the worksheet.

There is no one right answer to this leadership problem, since each of the five people displays some leadership skills. Be sure to bring out this fact in the discussion that follows. However, you may wish to note the following things about the characters when you discuss them later with the students:

Albert:
Leadership Skills - organizing, evaluating
False Advantages - family position, high education (though this could contribute to expertise)
Disadvantages - people in company don't like him

Linda:
Leadership Skills - flexibility, listening skills, seeing alternatives, possibly conflict resolution, practicality
False disadvantage - unpleasant appearance due to scarred face

Manuel:
Leadership Skills - communication aiding, conflict resolution, other group maintenance skills
False Disadvantages - lack of education, ethnic background

Jacqueline:
Leadership Skills - conflict resolution,
Possible Disadvantage - victim of gossip

Luther:
Leadership Skills - summarizing, self-starting, organizing
Possible Disadvantage - excessive aggression

After the group has chosen (or attempted to choose) a leader from among the members of the fictional group, lead a group discussion. In this discussion, get the students to concentrate on leadership qualities, not on the personalities of the individual fictional characters. Help them focus on what they themselves said and did during their attempts to choose a leader and how effective their actions were. Following are some suggested questions which you can use during the discussion. Ask only the questions which seem appropriate for your class. Use some of your own questions as well.

1. What happened?
   - What did you do? How did you go about choosing a leader? Who influenced whom in making the choice, and why?
   - What problems came up as you tried to choose a leader?
   - How well did you do your job (the job was choosing a leader from among the five fictional characters)?
   - Why did you make the choice you did? What qualities did your group think a leader ought to have? Did everyone agree on the qualities? Did some qualities seem more important than others?
   - What were some of the things about the fictional characters that seemed desirable in a leader? What were some things that seemed very undesirable? Do you think the qualities your group reacted to (either positively or negatively) really had much to do with leadership, or were they mainly related to your prejudices?
2. What should have happened?
   - How should you have chosen a leader? On what qualities should

your choice have been based?
- What kind of process should you have used in choosing a leader? Who in the group should have made or contributed to making the decision?

3. What differences are there between what did happen and what should have happened?

4. Why do you think these differences came about?

5. How can you improve your skill in choosing a leader in the future?
    - What do you need to learn about choosing a leader?
    - How could you improve the ways in which you choose a leader?

Conclude the Problem Exposure Phase by summarizing the major points made, or ask a student to do this. Inform students that later in the module they will learn five kinds of leadership qualities and also how leadership can be shared within a group. Remind students to be prepared to discuss Worksheet VI-1 at the next class session.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase of the module on Leadership and Power will give students a chance to participate in an activity which illustrates the effects of the use and misuse of power. Students will then study and discuss five kinds of leadership qualities and will consider the relevance of these qualities to aspects of a fictional situation. They should also explore the implications of these qualities as they apply to their own group. Finally, students will be introduced to the concept and value of shared leadership within a group.

Review of the Problem Exposure Phase

Involve students in a short discussion to review the Problem Exposure Phase. One student may be asked to summarize the experiences of the group. Then some of the following questions can be used to generate discussion:

1. What did you learn?
    - What do you already know about leadership qualities?
    - What do you still need to learn?

2. How do you feel about developing your skill in recognizing and using leadership qualities and in using power wisely?
    - Do you feel these are important skills to learn?
    - Why?

3. What importance do you think leadership qualities and the use of power have for your group?
   - How do these skills and qualities apply to your jobs and activities?

The main purpose of this discussion is to encourage the students to think about leadership skills and about the use of power and the relation of these things to their group. This will prepare them for the content of this module.

Review of Worksheet VI-1

Ask the students to refer to their responses on Worksheet VI-1 during this activity. Ask them to share their responses with one another. Have them focus on what they thought power and manipulation were, what kinds of leaders they have known, and what effects these leaders have had on groups, how the leaders were chosen, and how they used their power. Go through the questions in Worksheet VI-1 and discuss each one after the students have shared their responses with the group. It is important to assure students that there are no right or wrong answers. If any student feels his or her responses are too confidential, that student need not share them with the group.

Worksheet VI-3. Mural, Mural On The Wall

This is a simulation activity in which students work together in a group to review artwork samples and hire an artist to paint a mural on the school wall. The purpose of the activity is to introduce students to the use and misuse of power in a task-oriented group situation. As such, the activity has three rounds. In each round, the element of power has a different type of distribution. In the first round, for example, the power is in the hands of one person--THE PRESIDENT. In the second round, the power is in the hands of two people--THE EXPERTS. In the third round, the power is distributed equally among group members. Leaders will probably emerge and assume power by the end of the round.

To begin, distribute page 1 of Worksheet IV-3, Mural, Mural On The Wall. When students have had time to read the general introduction to the activity, distribute page 2. This gives the directions for Round 1 of the activity. Each group member should also receive a set of Secret Instructions which will tell him or her who to be and how to act during the round.

Find out which member of the group has become THE PRESIDENT and give him or her four copies of the Artwork samples marked A,B,C, and D. These should be given in such a way that the others in the group cannot see the artwork. Then ask the students to begin.

After 15 minutes, distribute pages 3 and 4 of the worksheet. This gives the directions for Round 2. Also distribute a new set of Secret Instructions to each group member. In this round, the copies of the artwork should be given to the two group members who are the EXPERTS.

After 15 minutes, distribute page 5. This gives the directions for Round 3. The artwork samples can be distributed at random among group members.

Worksheet VI-4. What Happened?

When the class has completed the mural activity, distribute Worksheet VI-4. Give the groups time to review and discuss their answers to the questions on this page. Then meet as a class and review the different group answers to the questions about what happened during the three rounds of the mural activity. During this discussion, you may want to ask questions of your own or give students a chance to bring up additional points or questions that they find interesting. You might also discuss political/social/economic situations which are paralleled by this activity or aspects of it.

Afterwards, discuss the activity as a whole. Students' reactions to it can tell a lot about their reactions to the use and misuse of power in real life. Some of the things the activity can show a person about him or herself are not pleasant, but must be faced. On the other hand, you should see that the students bear in mind that the activity is not calculated to bring out their best side.

In concluding, you should make sure that the students understand that the mural activity is only an exercise and that it was calculated to bring out some of the worst aspects of misusing power. Try to see that the students do not carry resentments against other students, engendered by the game, into their daily lives.

Worksheet VI-5. Power and Manipulation

After students have finished discussing the mural activity, distribute copies of Worksheet VI-5. Discuss the concepts described in the first part of the Worksheet and make sure the students understand them. In the discussion you will probably want to refer both to the mural activity and to the earlier problem of choosing a leader and the kind of group interaction which appeared during the attempted solution of that problem.

Especially after the mural activity, students may have concluded that power is always bad or always misused, and that it is usually held by a small number of people. Point out that neither of these things is true. Each person has and exercises some power at some time, and each person may decide whether to use that power to injure others or to accomplish some better aim. Power is simply the ability to get somebody to do something or to behave in a certain way. The use of power, which is in itself neither good nor bad, should be distinguished from manipulation, which is the misuse of power, i.e., the illegitimate or dishonest use of power to control others, often without their knowledge or consent, for one's own goals and profit and usually to the detriment of the other's well-being.

Power may be legitimate or illegitimate depending on its base, that is, on how it is gained. Power which is held strictly by ability to reward or to punish would probably be considered illegitimate--but it can certainly be an important factor to reckon with. Power held by virtue of a position of authority may be legitimate or not, depending on whether the person got his or her authority by consent of the group. Power based on personal influence (especially if the admired qualities are really worthy ones--not just matters of "popularity" or appearance) and power based on expertise (again, if it is geniune) would probably be considered legitimate in most situations.

The effectiveness of the power of an individual or individuals in a group depends not only on the amount of power but also on the amount of resistance by other group members. There will be least resistance if the members perceive the power as being used for group goals or for goals compatible with their own. There will be most resistance if the members perceive the power being used for goals as incompatible with their own or with group goals, or if members feel they are being manipulated or that the power has been illegitimately gained.

Following are the group questions for the first activity, some suggested answers and some points you might wish to bring out in connection with the questions if you take part in the discussion.

1. *In what situations is it good to use power? In what situations is it bad to use power?*
   Answers will vary. It might be considered good to use power when that use will benefit the group and achieve its goals, and bad when the power will harm or hold back the group or individual members of it. There need not be anything wrong with using power to achieve personal goals either, provided that this is not done to the detriment of other people. At any rate, bring out the idea that power is not always bad.

2. *Rank the bases of power in order of their legitimacy.*
   Answers will vary somewhat. Presumably personal influence and expertise will be at the top (in either order), position in the middle, and reward and punishment at the bottom (least legitimate).

3. *Do you think power in a group is more effective if all the power is in the hands of one person or a small part of the group, or if the power is fairly evenly distributed in the group? Explain your answer.*
   Power is likely to be more effective, because of encountering less resistance, and also is less apt to be misused (at least within the group) if it is in the hands of the whole group rather than one person or a small part of the group. Unless the person or small group of people are very highly respected, unequal power can be damaging to group function. The mural activity, or political examples, or both, may come up in this discussion.

4. *Can you think of any situation in which manipulation would be good? If so, describe the situation and explain why manipulation would be good in that situation. For whom would it be good?*
   Possibly one could say that if a person or people are too stupid or narrow-minded to be persuaded to do something good by legitimate means, that they might be manipulated into it. But this is the "end justifies the means" argument, and there's always the question of deciding who should determine what's "good."

The second activity allows students to examine, individually, their own penchant for manipulating (which, you should emphasize, almost everyone has to some extent), their feelings about being manipulated, and their use of power in a group. You may or may not wish to have a class discussion on these points. The most important thing here is to encourage students to be honest with themselves when answering the questions. This activity should also be a further antidote to the idea that people who gain power are necessarily more selfish or manipulative than others.

Worksheet VI-6. The first quality of Leadership

A good leader helps the group's work by starting, giving direction to, setting standards for, and organizing the group's action.

In this and the following four worksheets, students will have a chance to study and discuss some qualities of leadership. By identifying fictional characters with these qualities and placing them in leadership roles at different stages of a fictional situation, students should come to see two main points: 1) these leadership qualities are embodied in different people; and, 2) different qualities are important at different times. These points lead to the idea of shared leadership: that is, each member of the group has some leadership characteristics, and each member should be a leader at one time or another, depending on the requirements of the situation. No one person has a monopoly on leadership characteristics and no one person should be the leader all the time.

For each worksheet, students should study and discuss the given leadership qualities in general--what they are, when they are most useful, etc. Then they should read the descriptions of the five fictional characters and decide which one exemplifies the group of qualities described in the worksheet (one character goes with each worksheet) and would make the best leader in that stage of the fictional situation.

The qualities described in this first worksheet are likely to be most useful at the start of a task or project. They involve getting new ideas, motivating the group to begin a task, helping to set goals for the task, planning ways of carrying out the task, and encouraging the group to continue. Among the five fictional characters, this group of qualities is best exemplified by Monica. She would therefore be the best leader during the initial stages of the group project.

Worksheet VI-6. The First Quality of Leadership

A good leader helps the group communicate by encouraging others to take part in discussion, by listening carefully, by explaining group members' points of view to one another, and by seeking and giving information and opinions.

The "good listener" type might sound like the ideal follower, but there are many situations in which it is more important for the leader to be able to listen than to be able to talk. This quality is particularly necessary for keeping all the group interested in and participating in a project. A leader with this quality not only listens, but actively draws out other members' opinions and ideas. He or she also gives information when needed and helps group members understand each other by "translating" opposing or unclear points of view.

Among the fictional characters, the group of qualities described in this worksheet is best exemplified by Carlos. He, therefore, would be the best leader at the stage in the project where the group has hit a block in discussion.

Worksheet VI-8. The Third Quality of Leadership

A good leader helps to resolve group conflicts by relieving tension, building trust, working out disagreements between group members, blending together the work of different members, and finding compromises between opposing points of view.

There are times when the best leader for a group is the peacemaker. These times come when the group has hit an impasse or deadlock between two opposing, strongly-held points of view. The person likely to emerge as the leader during this stage is the one who can somehow reconcile the two opposing camps, both in terms of ideas and in terms of emotions. This involves having the trust of both sides, so that the leader can lead them to trust one another. It also involves skill at relieving tension and cooling tempers and the imaginative ability to see possible plans which encompass elements of both "opposing" views.

Among the fictional characters, the group of qualities described in this worksheet is best exemplified by Fay. She, therefore, would be the best leader at the stage in the project where a seemingly irreconcilable conflict has emerged.

Worksheet VI-9. The Fourth Quality of Leadership

A good leader helps bring together the results of the group's work by watching, studying, and explaining the actions, ideas, and decisions of the group.

Sometimes the best leader is the one who has the most complete and precise knowledge of what is happening--and what has been happening--and who can clearly express that knowledge. This quality is often most useful in the later stages of a project, either when a report or summary must be given to some outside party (teacher, class, board of directors) or when the group itself wants to know what and how it is doing. It might be especially valuable if the group has been working mainly as individuals or as small subgroups on different parts of a project. Note that the "summary and review" function may include describing not only the progress of the work itself but also the emotional, group-interaction side of what has been going on. Unlike the evaluation, the summarizer usually does not make judgments about the events described.

Among the fictional characters, the group of qualities described in this worksheet is best exemplified by Alex. He, therefore, would be the best leader during this later stage in the project when a summary and review is necessary both for the class report and for the group's further progress.

Worksheet VI-10. The Fifth Quality of Leadership

A good leader helps to evaluate group performance by studying how well the group ideas work, helping others see the value of different solutions to problems, and finding good ways for the group to carry out its decisions and reach its goals.

The role of evaluator is likely to be a particularly important one at the end of a project or at the end of some definite stage in a project, but it may become important at any time. Whenever it does, the person with good evaluation skills is likely to become the leader of the group. This quality of leadership involves not only knowing what is happening (the evaluator may build the work of the summarizer) but what should be happening. More than just criticism is involved, however. A good evaluator also suggesta alternate methods or approaches to replace the flawed ones he or she sees.

Among the fictional characters, the group of qualities described in this worksheet is best exemplified by Warren. He, therefore, would be the best leader during this "wrap-up" and evaluation stage of the project. He would be most likely to be able to help the group correct its problems and find ways to apply its plans to a different setting.

Worksheet VI-11. Shared Leadership

If students have successfully completed the previous five worksheets, they should have noticed that different characters emerged as leaders at different times in the fictional situation. The present worksheet emphasizes that this happens in real life, too, and that, therefore, leadership is something that should be shared within the group. In a particular situation, the choice of a leader should be determined by the personalities of the group members, the kind of job to be done, and the needs of the group.

In the activity for this worksheet, students are asked to identify leadership qualities in themselves and in other members of their group, and to imagine situations in which each group member might emerge as a leader.

Worksheet VI-12. What Did You Learn?

Before beginning the Application Phase, distribute this instructional test. The results of this test will tell you whether a review of the Instructional Phase is necessary before going on to the Application Phase. Be sure to discuss the instructional test after you have scored it.

APPLICATION PHASE

Purpose

The Application Phase will give students an opportunity to practice their new skills in choosing leaders and using power wisely by requiring them to apply these skills to problems related to the context of the course. This will help students see the utility and relevance of leadership qualities in their daily activities. It will also give you an opportunity to observe the students and compare performance with their performance during the Problem Exposure Phase.

Procedure

Before the students are asked to apply their skills to choosing leaders, lead (or ask a student to lead) an evaluation discussion of what they've learned during the Instructional Phase. Discuss both the use and misuse of power and the qualities of leadership. Some questions in the discussion might be:

1. What happened?
    - What did we do?
    - What skills did we learn and practice?
    - How did people react? What are your feelings about these skills?
2. How are these skills applicable?
    - What about your daily activities outside of class and school?
    - What about in the context of the class?
    - What about on the job?

Following this discussion, the group will be challenged to apply its skill in choosing leaders to problems related to the context of the course. You should use either several situations or one situation (like the fictional one in Worksheets VI-6 through VI-10) that can be broken down into several stages, so that several different leadership choices must be made. You may wish to specify that no person in the group should be chosen as leader more than once. Be sure the students know how much time they will have for their work.

The nature of the problems to which the students apply their skill will depend on the context of the class and the needs and interests of the group and students. The students can be consulted when you are deciding what problems to present to them. The problems should involve choosing leaders from among the group members, each of whom exemplifies the leadership qualities most useful in a particular situation or stage of a situation.

The specific problems must excite the imagination of the students. It might be wise to choose situations which relate to something they have done already. and enjoyed, or which they expect to do in the future. Such problems will give the students real motivation to do their best during the Application Phase.

While the students are working together, observe their behavior. Use another copy of the Group Observation Form to help you do this, and keep your own notes as well. If feasible, use cassette recorders to tape each group's discussion in the Application Phase activity to supplement your written observations. You should also coach the students by asking questions that will help them examine themselves and their use of power and leadership skills. Focus not only on the leaders they choose and the criteria by which these leaders are chosen, but also on how members use power within the group to influence decisions about the leaders.

Worksheet VI-13. How Did You Do?

When the group has completed the application problems, distribute this self-evaluation form and ask them to complete it. Afterwards encourage them to discuss their strengths and weaknesses.

Worksheet VI-14. How Did the Group Do?

The students should discuss their evaluation of themselves. They should focus on the following questions:

1. What happened and why?
    - What was the problem?
    - How did people react?
    - How did you go about choosing leaders?
    - How did individual group members use power to influence the group's choice of leaders?
2. What should have happened?
    - How should people have reacted to the problem?
    - How should leaders have been chosen? What leadership qualities were important in each of the problem situations? Did the leaders chosen have those qualities?
    - How should power have been used within the group during the process of choosing leaders?
3. What can you be conscious of in the future in order to choose leaders and use power more wisely?
4. What do you think you know or don't know about leadership and about the wise use of power?

Distribute VI-14. First, students should use this form to evaluate the group individually. Then distribute one extra copy of the worksheet to each group. Ask the group to use this form to evaluate itself. Afterwards discuss these evaluations.

GROUP OBSERVATION FORM

INSTRUCTIONS

To be used twice: once during the Problem Exposure Phase and once during the Application Phase.

A. Content of group discussion

1) Do they choose a leader who has a valid basis of power?
2) Do they choose a leader who shares leadership with other group members?
3) Do they choose a leader who does not manipulate other group members?
4) Do they choose a leader who helps the group work?
5) Do they choose a leader who helps the group communicate?
6) Do they choose a leader who helps to resolve group conflicts?
7) Do they choose a leader who helps bring together the results of the group's work?
8) Do they choose a leader who helps to evaluate group performance?

B. Group process

1) Did one or two members of the group dominate? If so, why?
2) Do you feel that every group member attempted to contribute to leadership within the group and to choosing a leader? If not, who did not contribute?
3) How would you rate the group on getting along together? (circle one)
   a. got along smoothly and focused on the task
   b. some friction, but devoted most of time and energy to task
   c. competitiveness and/or friction interfered somewhat with accomplishment of the task

d. great competitiveness and/or friction occupied most of energy and time of group

4) How well do you think the group worked together in choosing leaders?

very well	adequately	inadequately	very poorly

5) - Answer only in Application Phase - How much did you have to prompt the group to keep it operating well and concentrating on the task?

a great deal	somewhat	very little	not at all

C. Individual members

1) Exposure Phase

For each student, make a brief note of what you think are his/her primary strengths and weaknesses in working in the group according to what you have observed. (Although you haven't had much time to observe, hopefully these brief notes will be useful to you in comparing students' behavior in group now with what it will be in the Application Phase.) You may continue your comments on the next page.

2) Application Phase

List each student and, for each, briefly describe what you observed to be his/her strengths and weaknesses in working in the group, especially in relation to the following attitudes, knowledge and skills; recognizing leadership qualities in themselves and in others, valuing their own ability and the ability of others to lead, valuing shared leadership, recognizing that different people may be effective leaders in different situations, recognizing and valuing legitimate bases of power, avoiding manipulation, participating in the leadership process, using power and influence properly, and sharing leadership with other group members. Write your comments on the back of this sheet.

VII. MAKING DECISIONS

Group Objectives

As a result of participating in this module, the group will practice decision-making in a number of different ways and learn the uses of each way. More specifically, the group will:

1. understand and use seven ways of making a decision;
2. understand advantages and disadvantages of each way of making a decision;
3. recognize situations in which each of the seven ways will or will not work;
4. recognize and consider factors in a situation which make a particular way of decision-making most appropriate for that situation;
5. choose the way of decision-making which is most appropriate for a particular situation; and
6. evaluate the effectiveness of a decision and the choice of a way of decision-making.

Individual Student Objectives

In order to accomplish the group objectives, each student will develop the following attitudes, knowledge and skills.

Attitudes. Each student will:
- understand the importance of choosing a way of making a decision which is appropriate to the situation;
- value participation by the whole group in deciding which way of decision-making is best in a particular situation; and
- value decision-making by the whole group over decision-making by a single person or by a small part of the group in most situations.

Knowledge. Each student will know:
- seven ways in which a decision can be made in a group;
- the advantages and disadvantages of each of these ways;
- the kinds of situations in which each way will or will not work; and
- the factors in a situation which help to determine which way of decision-making fits that situation.

Skills. Each student will:
- take part in any of the seven ways of decision-making;
- determine which way of decision-making is most appropriate in a particular situation;
- evaluate the effectiveness of a decision and the choice of decision-making method which led to it.

TEACHER'S NOTE. *The Introduction of this manual contains a general description of INTERACTION modules and how to use them. Please review the Introduction as well as the specific Teacher Suggestions given here before you begin using this module in your classroom.*

PREPARATION PHASE

Worksheet VII-1. Making Decisions.

The general purpose of this module is to help students learn some different ways in which decisions can be made in a group. The way of decision-making (in particular, the person or people chosen to make the decision) must be appropriate to the decision and the situation if an effective decision is to be made. In addition to studying seven ways of decision-making and the advantages and disadvantages of each, students learn to identify factors in a situation which can help them choose an appropriate way of decision-making and to evaluate decisions they have made in terms of effectiveness.

Remember to distribute this first worksheet one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The purpose of this Phase is to give students the opportunity to use their skills in group decision-making and to help them see the problems that may arise when groups try to make a complex decision. When the students have tried to apply their skills in decision-making to the problem presented, they will participate in a further discussion which should help motivate them to want more skill in decision-making.

During the Problem Exposure Phase, you will be able to record observations as in the previous modules. Your observations will help you revise the Instructional Phase so that it meets the unique needs and interests of your students. Your observations also serve as another form of pretest. If feasible, the Problem Exposure activity should be recorded on cassette audio tapes (or video tape) in order to help in the evaluation of the group decision-making process.

Worksheet VII-2. The Trip.

Distribute copies of Worksheet VII-2. When everyone has read it, allow the group 20 minutes to discuss and try to agree on a destination for the fictional field trip. Note that they must agree on categories as well as on amounts to be spent, and that a series of decisions rather than one decision must be produced.

After the group has made a decision, or attempted to make a decision, concerning the fictional field trip, lead a group discussion. In this discussion, get the students to concentrate on the decision-making process and their contributions to it, not on the field trip itself. Help them focus on what they said and did during their attempts to reach a group decision and how effective their actions were. If a decision was made, focus on the question of who made the decision and how that person or those people gained the power to make the decision. Following are some suggested questions which you can use during the discussion. Ask only the questions which seem appropriate for your class. Use some of your own questions as well.

1. What happened?
   - What did you do; how did you reach (or try to reach) a decision?
   - Who finally made the decision?
   - What problems came up as you tried to reach a decision?
   - How well did you do your job (the job was to make decisions about the field trip)?
   - How well did your group cooperate in trying to do the job?

2. What should have happened? How should your group have reached a decision about the field trip?

3. What differences are there between what did happen and what should have happened?

4. Why do you think these differences came about?

5. How can you improve your decision-making in the future?
   - What do you need to learn about making decisions in a group?
   - How could you improve the ways in which your group makes decisions?

Conclude the Problem Exposure Phase by summarizing the major points made, or ask a student to do this. Inform students that later in the module they will learn seven different ways of group decision-making and how to choose the way that best fits a particular situation. Remind students to be prepared to discuss Worksheet VII-1 at the next class session.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase will give students seven modes or ways of decision-making in a group and describe the advantages and disadvantages of each. They should explore the implications of each mode for their group activities. Students should engage in discussion about each mode and should apply that mode, as it is discussed, to the field trip which they worked on before. Students will also have a chance to evaluate the appropriateness of each mode in a series of briefly-described fictional situations. Near the end of the Instructional Phase they will be given a list of factors in a situation which can help them to determine which mode of decision-making is most appropriate to that situation, and they will be asked to determine the most fitting mode for the field trip situation and for some of the other fictional situations. They will also be given guidelines for evaluating a decision's effectiveness and then will be asked to evaluate a decision their group has made in the past.

Review of the Problem Exposure Phase

Involve students in a short discussion to review the Problem Exposure Phase. One student may be asked to summarize the experiences of the group. Then some of the following questions can be used to generate discussion:

1. What did you learn?
   - What do you already know about group decision-making?
   - What do you still need to learn?

2. How do you feel about developing your skill in group decision-making?
   - Do you feel it is an important skill to learn?
   - Why?

3. What importance do you think decison-making has for your group?
   - How does it apply to your jobs and activities?

The main purpose of this discussion is to encourage the students to think about decision-making and its relation to their group. This will prepare them for the content of this module.

Review of Worksheet VII-1

Ask the students to refer to their responses on Worksheet VII-1 during this activity. Ask them to share their responses with one another. Have them focus on what they thought decision-making was, how they thought decisions should be made in a group, how decisions usually have been made in groups they have known, and how they have reacted to decisions made in this way or ways. Go through questions in Worksheet VII-1 and discuss each one after the students have shared their responses with the group. It is important to assure students that there are no right or wrong answers. If any student feels his or her responses are too confidential, that student need not share them with the group.

Introducing the Instructional Phase

The information which follows is the content to be covered in this module. This information can be conveyed effectively to students by using leading questions to prompt the students' participation. As each mode of decision-making is discussed, have the students apply that mode to the field trip problem and then talk about the results. Also have them rank, and discuss their ranking of, the four fictional situations in each worksheet with respect to the appropriateness of the given mode of decision-making to each situation.

Note that this module focuses more on the question of by whom a decision is made than on how it is made. The actual process of decision-making involves many of the same steps involved in the planning process as described in INTERACTION Module IV, Planning. At some point, probably either just before or just after the discussion of the seven modes of decision-making, you might want to review the steps in the process described in Module IV. Point out that the group must decide who will make the decision before the decision itself can be made, and emphasize that the correctness of this initial choice will have a strong effect on the value of the decision that is finally made.

In the description of the modes of decision-making, as in other descriptions and models in these modules, our terms may vary somewhat from those used by others. However, the concepts are generally accepted and the modes should be recognizable in and applicable to a wide variety of situations.

Worksheet VII-3. One Way to Make a Decision

The leader makes the decision without talking to group members. This is the most "dictatorial" way of making decisions in a group. It is likely to be least popular with group members. However, even this mode is appropriate in some situations.

Advantages	Disadvantages
Allows a decision to be made quickly. Keeps routine matters from wasting time of group.	Gains very little group support. May cause much group resentment. Uses ideas and resources of only person (not necessarily the most qualified).

This mode should be used when the decision must be made quickly or is very routine. It should not be used when the decision is complex; when it is very important to the group and affects all group members; or when it will require considerable group support to carry out.

In the first activity of this worksheet, students will apply this mode to the field trip situation (using a leader chosen by drawing lots) and will discuss their reactions to the decision made by the leader. You might ask if they would have had more respect for the leader's decision if the leader had been chosen by the criteria discussed in INTERACTION Module VI, Sharing Leadership, instead of by chance.

In the second activity, students will be asked to rank four fictional situations with regard to the appropriateness of this mode of decision-making in each situation. Opinions about the ranking may differ somewhat, but suggested ranking and reasons for it are as follows:

	RANK	REASONS
1st. situation:	3	Decision will affect whole group and require some group effort to carry out, but probably will not arouse strong feelings.
2nd. situation:	4	Decision is of very great importance to a very large number of people, and would require a very great group support to carry out. Time is not a factor. Point out that, although the President of the United States has the power to declare war without consulting anyone, it would be a very unwise President who did so except in the gravest emergency. If a President did make this decision without consulting anyone, and the decision was unpopular, he probably could not get the support from Congress, the military, or the people of the country which would be essential in carrying on a war.
3rd. situation:	1	Decision is important but not complex, and must be made immediately; there is no time for group discussion.
4th. situation:	2	Decision is relatively routine; group could talk about it but this probably is not necessary.

Worksheet VII-4. A Second Way to Make a Decision.

The leader makes the decision after talking to group members. This mode does allow group participation, and thus is fairer to the group than the previous mode. However, the power still remains in the hands of one person, the leader. The personality of the leader will determine whether this mode is or is not more representative than the previous one.

Advantages	Disadvantages
Permits some group participation. Guarantees that decision will not be prevented by group conflict.	Leaves power in hands of one person. May not have much group support. Members may compete to impress leader or say what he or she wants to hear, rather than expressing true opinions.

This mode should be used when the leader is sympathetic to group views and listens carefully to discussion, or when an equally-divided group needs a unifying force. It should not be used when the leader does not heed group wishes; when the decision is important to all of the group; or when the decision will require much group effort and support to carry out.

In the first activity of this worksheet, students will apply this mode to the field trip situation and will discuss their reactions to the decision made by the leader after group discussion. In the second activity, they will be asked to rank four fictional situations with regard to the appropriateness of this mode of decision-making in each situation. Opinions about the ranking may vary somewhat, but suggested ranking and reasons for it are as follows:

	RANK	REASONS
1st situation:	1	Decision is important and complex; the group is qualified to give good opinions; the leader is respectful of group ideas.
2nd situation:	4	Decision is important and will affect many people; leader does not listen to group opinion at all.
3rd situation:	3	Decision will require group effort and support to carry out; leader sometimes listens to group opinion, but is influenced by factors other than merit of ideas.
4th situation:	2	Decision seems to affect only one person but may affect whole group; leader is sympathetic to group opinion.

Worksheet VII-5. A Third Way to Make a Decision

The most expert member in the group makes the decision. This method will work only if the group can agree on who the expert member is and if the group is willing to abide by and support the expert's decision.

Advantages	Disadvantages
Person most qualified to make decision makes it. Simplifies and speeds up decision process.	If expert is not obvious, person may be allowed to make decision for reasons other than expertise (e.g., popularity). If group disagrees about or dislikes expert, expert's decision may not have group support. Power remains in hands of one person.

This mode should be used when it is clear who the expert is and when the group is willing to support that person's decisions. It should not be used when the expert is not easily identifiable or when the group will be unwilling to carry out the expert's decision. It probably should not be used when much group effort will be needed to carry out the decision, since even if group members respect the expert, they will not feel very involved in his or her decision.

In the first activity of this worksheet, students will first choose an expert and then will apply this mode to the field trip situation. They will discuss their reactions to the decision made by the expert. In the second activity, they will be asked to rank four fictional situations with regard to the appropriateness of this mode of decision-making in each situation. Opinions about the ranking may vary somewhat, but suggested ranking and reasons for it are as follows:

	RANK	REASONS
1st situation:	4	There is no expert; all three people are equally qualified.
2nd situation:	3	There is an expert, but that person is so disliked that her decisions probably would not be carried out by the group.
3rd situation:	2	The expert does not really know much more than the others, but the group will support his

	RANK	REASONS
3rd situation (con't):		opinions and no one seems better qualified than he.
4th situation:	1	There is an expert whom the group can agree on, and she is well-liked so that the group is willing to carry out her decisions.

Worksheet VII-6. A Fourth Way to Make a Decision.

Group members give opinions, one by one, and the most popular opinion is followed. This differs from majority rule in that there are more than two alternatives; thus the "most popular opinion" may actually represent only a small part of the group. Everyone in the group gets a chance to contribute, but since there is no discussion, conflicts remain unresolved and resentment may be considerable.

Advantages	Disadvantages
Everyone contributes opinion. Decision can be made quickly. Decision can be made without all group members being in same place.	No group discussion. Conflicts not resolved. Final choice may represent only small part of group.

This mode of decision-making should be used if it is hard for group members to meet together; if a decision must be made fairly quickly; if all group members are about equally qualified to give opinions; if the decision is fairly routine and does not involve strong feelings; or if the decision will not require much group support to carry out. It should not be used if the decision is important or will rouse strong feelings; if one part (especially a rather small part) of the group is more qualified to decide than the rest of the group; or if strong group support will be needed to carry out the decision.

In the first activity of this worksheet, students will apply this mode to the field trip situation and will discuss their reactions. In the second activity, students will be asked to rank four fictional situations with regard to the appropriateness of this mode of decision-making in each situation. Opinions about the ranking may vary somewhat, but suggested ranking and reasons for it are as follows:

	RANK	REASONS
1st situation:	1	Members live far apart; decision is routine; strong feelings are not involved.
2nd situation:	2	Group is fairly large; decision will affect whole group, but strong feelings are not involved.
3rd situation:	4	Decision is important and will affect whole group; strong conflicts are involved, and members will not support a decision that goes against them.
4th situation:	3	Small part of group is more qualified to decide than the rest, and their opinions probably will be lost; however, strong feelings are not involved and group will probably support any decision.

Worksheet VII-7. A Fifth Way to Make a Decision.

A minority of the group makes the decision. Note that this situation may arise either legitimately--when the leader or the group appoints a minority (usually a committee) to make the decision--or illegitimately--when a strong-minded minority "appoints" itself and pushes (railroads) its opinions through without allowing the group time to muster its thoughts or state its objections. The decisions of an appointed minority may or may not have group support; those of a "railroading" minority usually have support only of those in the minority group.

Be sure students understand, by the way, that in this context the word minority has no racial implications. It should not be confused with the term "minority group," often used to refer to members of non-white races in America. In the present context, minority simply means "less than half." If the matter comes up, discuss the relationship between the two terms, but emphasize that the minority in a given group may be of any race or races whatsoever.

Advantages	Disadvantages
May let decision be made by people most qualified to make it. May speed up or simplify decision-making.	Does not use contributions of most of group. Does not resolve conflicts. Produces limited group support.

This method should be used when the group can choose the minority and agree to support its decisions; when the group is very large, so that it is hard for everyone to get together or confusing to have everyone discuss the issues; when the decisions are routine and do not arouse strong feelings; when the decisions affect only a small part of the group; when a small part of the group is more qualified to make a decision than the rest; when the decision does not require great group support. The mode should not be used when railroading is likely to take place; when the decision is important and affects the whole group; or when the decision will require great group support to carry out.

In the first activity of this worksheet, students will apply this mode to the field trip situation and will discuss their reactions. In the second activity, they will be asked to rank four fictional situations with regard to the appropriateness of this mode of decision-making in each situation. Opinions about the ranking may vary somewhat, but suggested ranking and reasons for it are as follows:

	RANK	REASONS
1st situation:	3	Minority is more qualified than rest of the group, but their decision will require group support and may not be able to gain it.
2nd situation:	4	"Railroading" has led to a decision which most of the group does not support and may have cause to regret.
3rd situation:	2	Minority may or may not have extra ability, but they have enough group support for their rather routine decisions.
4th situation:	1	Minority is appointed by group both for their ability and for their popularity. Decisions made by the minority require group support and are likely to get it.

Worksheet VII-8. A Sixth Way to Make a Decision.

A majority of the group makes the decision. Make sure the students understand that "majority" means more than half." It may not be very much more than half.

Majority decisions usually involve only two alternatives (or "yes" or "no" on one alternative); thus the group may not consider a very wide range of ideas. Decision by "majority rule" is so common in America that many students may not know there is any other way of making group decisions. Although majority decision-making is a practical and relatively fair way of handling many group decisions, it can leave important conflicts unresolved and result in the minority feeling abused and trampled-on.

Advantages	Disadvantages
Gains support of over half of group.	Many group members may not support decision. Conflicts are not resolved.

This mode should be used when decision are relatively routine, so that extended discussion is not necessary; when decisions must be made rather quickly, so that extended discussion is not practical; or when great group support is not necessary. It should not be used when the decision requires strong support from everyone in the group; when feelings are strong and the minority is likely to feel abused and resentful; or when a certain minority in the group is more qualified to decide than the others.

In the first activity of this worksheet, students will apply this mode to the field trip situation by voting yes or no on suggested alternatives until 51% or more of the group votes yes on a particular alternative. Then they will discuss their reactions. In the second activity students will be asked to rank four fictional situations with regard to the appropriateness of this mode of decision-making in each situation. Opinions about the ranking may vary somewhat, but suggested ranking and reasons for it are as follows:

	RANK	REASONS
1st situation:	3	Decision requires group support, but only a minority---in this case, the parents---are fully qualified to make the decision.
2nd situation:	4	Majority decision would leave large, resentful minority which would not help in carrying out group projects.
3rd situation:	2	Decision requires some group support to carry out and there is some unresolved conflict, but decision is relatively routine and does not require a lot of group effort.
4th situation:	1	Decision is routine and does not involve strong feelings; group desires to make decision quickly.

Worksheet VII-9. A Seventh Way to Make a Decision

Everyone in the group makes the decision. This kind of decision is often called a consensus decision. Be sure students understand that a consensus decision is not necessarily a unanimous decision where everyone in the group agrees on every point. A unanimous decision is often impossible to achieve. A consensus decision has occurred when (a) everyone in the group understands the decision (can restate it in his or her own words); (b) everyone feels that he or she has had a chance to present views and influence the decision; and (c) everyone is willing to support and carry out the decision at least on an interim, "give it a try" basis.

Advantages	Disadvantages
Allows contributions from everyone in group. Gains support of everyone in group. Resolves most conflicts. Uses resources of everyone in group. Most likely to represent group's real needs and goals.	Takes a lot of time. Takes good group interaction skills.

This mode of decision-making should be used when the decision is important and will affect everyone in the group; when the decision is complex, so that a lot of inputs improve the chance of reaching a good decision; when there are strong but not unresolvable conflicts within a group; when the decision will require a lot of group support to carry out; or when a group's interaction skills are well-developed. This mode should not be used when a decision must be made quickly; when the decision is routine, so that it is a waste of time to talk about it; when the decision does not arouse strong feelings or does not need to involve a large part of the group; or when a group's interaction skills are too poor to permit it to reach a decision by this method in a reasonable length of time.

In the first activity of this worksheet, students will apply this mode to the field trip situation and will discuss their reactions. In the second activity, they will be asked to rank four fictional situations with regard to the appropriateness of this mode of decision-making in each situation. Opinions about the ranking may vary somewhat, but suggested ranking and reasons for it are as follows:

	RANK	REASONS
1st situation:	1	The decision is important, complex, and will require considerable effort from the whole group to be carried out. Unresolved conflicts could prevent achievement of the goal. Time is not a factor.

	RANK	REASONS
2nd situation:	4	The decision is not very important, and it must be made immediately. Discussion is couter-productive.
3rd situation:	3	The decision will affect the whole group, but is not too likely to arouse strong feelings. Time is somewhat important. The group's interaction skills are very poor and it would probably be difficult or impossible for it to reach a consensus decision on anything.
4th situation:	2	Group discussion is desirable but not absolutely necessary. Full discussion might permit all the members to "bloom' and discover their own worth, rather than letting the experts do everything. However, group members will probably support a minority or majority decision.

Worksheet VII-10. Which Way Is Best?

Make sure the group understands why decisions involving all or a large part of the group are usually better than decisions involving one person or a small part of the group. The larger the part of the group taking part in the decision, the more inputs will be available and the more intelligent ideas are likely to be generated. Also, the larger the part of the group involved in the decision-making process, the greater the group support for the decision is likely to be and the more likely the decision is to be carried out successfully.

However, emphasize also that no one mode of decision-making, not even consensus, is best for all situations. Factors in the situation will determine which mode of decision-making is best for that situation. In order to make a good choice of mode for making a decision, students need to be aware of and to consider these factors.

When trying to determine which mode of decision-making is best in a particular situation, the group should ask itself the following questions:

1. What kind of decision needs to be made? How complicated is it? How important is it? Whom will it affect?

2. How much time do we have in which to make the decision?

3. What information and resources do we have that could help in making this decision? Do the information and/or resources belong to only one or a few people in the group?

4. What kind or kinds of decision-making have worked well for our

group in the past?

5. Who will have to carry out this decision once it is made? Will the work be done by one person, by a small part of the group, or by all of the group?

6. How important is it that this decision have the support of all the of the group?

In the first activity in this worksheet, students will apply these questions to the field trip situation in order to determine which of the seven modes is most appropriate. In all probability, they will agree that consensus is the best, since the decision is complex and important and will affect everyone in the group. Sticking to the decision would be difficult unless it had gained considerable group support and a lack of such support could make considerable problems for the group during the trip.

In the second activity, students are asked to review certain of the fictional situations which they studied in previous worksheets and to determine which mode of decision-making is most appropriate for each situation. Opinions about the appropriate mode may vary somewhat, but suggested answers and reasons for them are given below.

	MODE	REASONS
1st situation:	7 (consensus)	Decision is fairly important and all members are equally qualified to make it. Dominance of any one member probably would result in hard feelings. Using resources and ideas from all three of these highly trained people is important, too.
2nd situation:	1 (leader alone)	This decision is not very important (since both routes are about equally good) and must be made very quickly (since the car is approaching the critical exit). The driver of the car should simply make one choice or the other and be done with it.
3rd situation:	5 (minority)	Provided that the minority consists of the technically-qualified people, a minority decision would be good here. The decision is not likely to arouse strong feelings, nor does it require much group support to carry out. A wrong decision, such as would probably be made by the majority or by taking the most popular opinion, could have a bad effect on the group's ability to do its job (i.e., make a film).
4th situation:	2 (leader with discussion)	The President must still make the formal decision, but he would do well to get all the advice he can.

	MODE	REASONS
5th situation:	6 (majority)	A straight majority vote would allow the "railroaders" to be overruled, even if they could not be talked down. A consensus might be hard to achieve with such a dominant minority and timid majority as exists here.

Worksheet VII-11. Did We Make a Good Decision?

A proper choice of the mode of decision-making to fit a particular situation should result in an effective decision. An evaluation of the decision, especially if the evaluation proves to be negative, should lead to an evaluation of the mode of decision-making that was used. In this worksheet, students are asked to evaluate a decision their group made in the past (not the field trip decision, since it is not possible to make any action on that matter which could indicate the decision's effectiveness) and to consider whether the proper mode of decision-making was chosen for that decision.

In trying to determine whether a decision was effective, the group should ask itself the following questions:

1. Did the decision help us do our job and achieve our goals?
2. Did the decision make good use of all our resources?
3. Did the decision gain the support of most or all of the group?
4. Was the decision one which the group could and would carry out?

If the answer to one or more of the above questions was no, the decision in question can be considered to be not as effective as it might have been. If the group agrees that the decision it is evaluating was somewhat ineffective, it should consider whether the mode of decision-making was the correct one for that situation, and, if not, what mode might have suited the situation better.

Worksheet VII-12. What Did You Learn?

Before beginning the Application Phase, distribute this instructional test. The results of the test will tell you whether a review of the Instructional Phase is necessary before going on to the Application Phase. Be sure to discuss the instructional test after you have scored it.

APPLICATION PHASE

Purpose

The Application Phase will give students an opportunity to practice their new skills in group decision-making by requiring them to apply these skills to a problem related to the context of the course. This will help students see the utility and relevance of the proper choice of modes of decision-making for their daily activities. It will also give you an opportunity to observe the students and compare their performance now with their performance during the Problem Exposure Phase.

Procedure

Before the students are asked to apply their skills in decision-making, lead (or ask a student to lead) an evaluation discussion of what they've learned during the Instructional Phase. Some questions in the discussion might be:

1. What happened?
    - What did we do?
    - What skills did we learn and practice?
    - How did people react? What are your feelings about these skills?

2. How are these skills applicable?
    - What about your daily activities outside of class and school?
    - What about in the context of the class?
    - What about on the job?

Following this discussion, the group will be challenged to apply its skill in decision-making to a problem related to the context of the course. Be sure that the students know how much time they have for their work.

The nature of the problem to which the students apply their skill will depend on the context of the class and the needs and interests of the group and students. The students can be consulted when you are deciding what problem to present to them. The specific problem must excite the imagination of the students. It might be wise to choose a task which is related to something they have done already and enjoyed, or to a project they are planning to continue. Such a problem will give the students real motivation to do their best during the Application Phase.

While the students are working together, observe their behavior. Use another copy of the Group Observation Form to help you do this, and keep your own notes as well. If feasible, use cassette recorders to tape each group's discussion in the Application Phase activity to supplement your written observations. You should also coach the students by asking questions which will help them examine themselves and their use of skills in decision-making.

Worksheet VII-13. How Did You Do?

When the group has completed the application problem, distribute this self-evaluation form and ask students to complete it. Afterwards, encourage them to discuss their strengths and weaknesses.

Worksheet VII-14. How Did The Group Do?

The students should discuss their evaluation of themselves. They should focus on the following questions:

1. What happened and why?
   - What was the problem?
   - How did people react?
   - How did you go about making a decision? Who finally made the decision?
2. What should have happened?
   - How should people have reacted to the problem?
   - Which way of decision-making was best for this situation? Why?
   - How should you have made a decision systematically?
   - How could your group have made a more effective decision than it did?
3. What can you be conscious of in the future in order to make better group decisions?
4. What do you think you know or don't know about group decision-making?

Distribute Worksheet VII-14. First, each student should use this form to evaluate the group individually. Then distribute an extra copy of Worksheet VII-14 to each group. Ask the group to use this form to evaluate itself. Afterwards discuss these evaluations in class.

GROUP OBSERVATION FORM

Instructions

To be used twice: once during the Problem Exposure Phase and once during the Application Phase.

A. Content of group discussion

1. Do they consider what person or persons in the group should make the decision?

2. Do they consider advantages and disadvantages of various ways of decision-making?

3. Do they consider factors in the situation which will determine what kind of decision-making is appropriate?

4. Do they choose a method of decision-making which is appropriate to the situation?

5. Is everyone allowed to participate in determining how the decision will be made?

6. Does only one person in the group make the final decision? If so, why was that particular person chosen? Does that person listen to other group members before reaching a decision?

7. Do several members of the group make the decision? If so, what part of the group do these members represent? What are the reactions of members of the group who are left out?

8. Does the group make a decision which is effective in that it helps the group to do its job and achieve its goals, has the support of the group, and can be implemented by the group? If the decision is not effective, why is it not?

9. Does the group evaluate the effectiveness of its decision and its choice of a way of making a decision?

B. Group process

1. Did one or two members of the group dominate? If so, why?

2. Do you feel that every group member attempted to contribute to the decision-making and to determining who should make the decision? If not, who did not contribute?

3. How would you rate the group on getting along together? (Circle one)
   a. got along smoothly and focused on the task
   b. some friction, but devoted most of time and energy to task
   c. competitiveness and/or friction interfered somewhat with accomplishment of the task
   d. great competitiveness and/or friction occupied most of energy and time of group

4. How well do you think the group worked together in decision-making? (Circle one)

very well adequately inadequately very poorly

5. - Answer only in Application Phase - How much did you have to prompt the group to keep it operating well, concentrating on the task, and making decisions?

a great deal somewhat very little not at all

C. Individual members

1) Exposure Phase

For each student, make a brief note of what you think are his/her primary strengths and weaknesses in working in the group according to what you have observed. (Although you haven't had much time to observe, hopefully these brief notes will be useful to you in comparing students' behavior in group now with what it will be in the Application Phase).

2) Application Phase

List each student and, for each, briefly describe what you observed to be his/her strengths and weaknesses in working in the group, especially in relation to the following attitudes, knowledge and skills: valuing group participation in decision-making, understanding the seven ways of decision-making, understanding the advantages and disadvantages of each, considering factors in the given situation which help to determine which way of decision-making is appropriate in that situation, choosing a way of decision-making which is appropriate for a given situation, making an effective decision, and evaluating the decision's effectiveness and the appropriateness of the way in which the decision was made.

VIII. COOPERATING

Group Objectives

As a result of participating in this module, the group will practice cooperative effort during the performance of a task. More specifically, the group will:

1. harmonize the activities of various members and subgroups;
2. observe group action to determine its effectiveness;
3. determine why the group has trouble working effectively when problems arise;
4. express group standards and goals;
5. stimulate all group members to do better work; and
6. set a good example by each member's own work.

Individual Student Objectives

In order to accomplish the group objectives, each student will develop the following attitudes, knowledge, and skills.

Attitudes. Each student will:
- accept the responsibility for developing cooperative effort in a group;
- value cooperative effort over competition;
- value the sharing of responsibility for developing cooperative effort;

Knowledge. Each student will understand:
- the interrelatedness of all cooperative interaction skills and their relation to cooperative effort;
- six ways to cooperate; and
- the need for each of these six ways.

Skills. Each student will:
- carry out the six ways of cooperating;
- identify which ways are not being used in situations where cooperative effort is not occurring; and
- determine ways to improve cooperative effort in a group

TEACHER'S NOTE. *The Introduction of this manual contains a general description of INTERACTION modules and how to use them. Please review the Introduction as well as the specific Teacher Suggestions given here before you begin using this module in your classroom.*

PREPARATION

The general purpose of this module is to help students learn some ways of working cooperatively within a group. A group can maintain a high level of cohesiveness and efficiency only if all its members help in the cooperative effort. Since this is a summary module, students also are shown ways in which all the group interaction skills they have studied in the CGIS curriculum are useful and necessary for helping cooperative effort in a group.

Remember to distribute the first worksheet one or two days before you plan to begin the Problem Exposure Phase in class.

PROBLEM EXPOSURE PHASE

Purpose

The purpose of this phase is to give students the opportunity to use their skills in working cooperatively and to help them see the necessity of cooperative effort in completing a group task. When the students have tried to apply their skills in cooperative effort to the problem presented, they will participate in a further discussion which should help motivate them to develop more skills in cooperative effort.

Worksheet VIII-2. Murder Mystery.

Distribute copies of Worksheet VIII-2. When everyone has read it, divide randomly among the members of each group twenty-two 3 x 5" index cards, each of which contains one of the following pieces of information:

- When he was found dead, Mr. Thompson had a bullet wound in his leg and a knife wound in his back.
- Mr. Barton shot someone who might have been a burglar in his apartment building at midnight.
- Mr. Thompson had nearly wiped out Mr. Barton's business by stealing his customers.
- Mr. Scott, the elevator man, told police that he saw Mr. Thompson at 12:15 a.m.
- The bullet taken from Mr. Thompson's leg matched Mr. Barton's gun.
- Only one bullet had been fired from Mr. Barton's gun.
- The elevator man said Mr. Thompson was hurt, but not badly.
- A knife found in the parking garage had been wiped clean of fingerprints.

- Mrs. Scott waited in the lobby for her husband to get off work.
- The elevator man went off duty at 12:30 a.m., half an hour after midnight.
- Mr. Thompson's body was found in the park.
- Mr. Thompson's body was found at 1:20 a.m.
- Mr. Thompson had been dead for about an hour when his body was found.
- Mrs. Scott did not see Mr. Thompson leave through the lobby while she was waiting.
- Bloodstains that matched Mr. Thompson's blood type were found in the basement parking garage.
- Police could not find Mr. Barton after the muder.
- Bloodstains that matched Mr. Thompson's blood type were found on the carpet outside Mr. Barton's apartment.
- There were bloodstains in the elevator.
- Mrs. Scott had been a good friend of Mr. Thompson and had often visited his apartment.
- Mrs. Scott's husband had been jealous of the friendship.
- Mrs. Scott's husband did not appear in the lobby at 12:30 a.m., the end of his normal working hours. She walked home alone. He came home later.
- At 12:45 a.m. Mrs. Scott could not find her husband or the family car in the basement parking lot of the apartment building where he worked.

Allow the students 30 minutes to solve the murder mystery. Remind them that they may share their information orally, but they should not show their cards to one another.

The solution to the mystery is as follows: After receiving a slight gunshot wound from Mr. Barton, Mr. Thompson stepped into the elevator and was killed by Mr. Scott, the elevator man, with a knife at 12:30 a.m. because Mr. Scott was jealous of Thompson's relationship with Mrs. Scott.

After the group has solved (or attempted to solve) the murder mystery, lead a group discussion about what happened. In this discussion, get the students to concentrate on their cooperative efforts, not on the mystery story or its solution. Help them focus on what they said and did during their attempts to solve the problem and how effective they were working together. Following are some suggested questions which you can use during the discussion. Ask only the questions which seem appropriate for your class. Use some of your own questions as well.

1. What happened?
   - What did you do? How did you cooperate?
   - What problems came up as you tried to cooperate?
   - How well did you do your job (the job was to solve the mystery)?
   - How well did your group cooperate in trying to do the job?

2. What should have happened? How should you have worked to show the greatest cooperative effort?

3. What differences are there between what did happen and what should have happened?

4. Why do you think these differences came about?

5. How can you improve your ability to cooperate with others?

Conclude the Problem Exposure Phase by summarizing the major points made, or ask a student to do this. Inform students that later in the module they will learn six ways in which they can help the group cooperate better. Remind students to be prepared to discuss Worksheet VIII-1 at the next class session.

INSTRUCTIONAL PHASE

Purpose

The Instructional Phase will give students six methods for contributing to and improving group cooperation. They should explore the implications of these methods for their group activities. Students should engage in discussions about each method and should apply that method, as it is discussed, to the project on which they are working.

Review of the Problem Exposure Phase.

Involve students in a short discussion to review the Problem Exposure Phase. One student may be asked to summarize the experiences of the group. Then some of the following questions can be used to generate discussion:

1. What did you learn?
    - What do you already know about cooperative effort?
    - What do you still need to learn?

2. How do you feel about developing your skills in cooperation?
    - Do you feel it is an important skill to learn?
    - Why?

3. What importance do you think cooperative effort has for your group?
    - How does it apply to your jobs and activities?

The main purpose of this discussion is to encourage the students to think about cooperation and its relation to their group. This will prepare them for the content of this module.

Review of Worksheet VIII-1.

Ask the students to refer to their responses on Worksheet VIII-1 during this activity. Ask them to share their responses with one another. Have them focus on what they thought cooperative effort was, how they saw cooperative effort in relation to specific tasks, and what importance they saw in knowing how to work together cooperatively. Go through the activities in Worksheet VIII-1 and discuss each one after the students have shared their responses with the group. It is important to assure students that there are no right or wrong answers. If any student feels his or her responses are too confidential that student need not share them with the group.

Introducing the Instructional Phase

The information which follows is the content to be covered in this module. This information can be conveyed effectively to students by using leading questions that encourage their participation. As each method of group cooperation is discussed, have the students apply that step to the project they are working on.

Students should choose this project before they proceed with Worksheets VIII-3 through VIII-8. You may want to work with them to make sure they choose a project which meets the necessary requirements. The project should be long enough to take up at least three periods of group work (exclusive of the time spent on the worksheets), and it should begin with a phase which requires separate activity (for instance, one homework assignment's worth of outside research) by each member of the group or by several subgroups (e.g., pairs of students) within the group. The project should be complex enough that cooperation is really required for its successful completion. It also should fit the content of the course and excite the students.

If time is too limited to permit undertaking a new project, students may discuss the methods of cooperating in relation to some task the group has already completed. In this case their work will be mainly evaluative.

Assuming a new project is done in connection with this module, the following placement of worksheets is suggested:

WORKSHEET	WHEN TO DISTRIBUTE IT
VIII-3	After reports on individual or subgroup assignments
VIII-4 VIII-5	After the first period in which the group works together on the project
VIII-6 VIII-7 VIII-8	After the second period in which the group works together on the project

The sequence and placement given above, however, are only matters of convenience. In contrast to the situation in previous modules, you should feel free to change the placement in the project and even the order of the worksheets. The six methods are not really sequential at all. You should emphasize to the students that all the methods of cooperating should be used by all the group members at all times during completion of their task.

The third and final period of group work on the project should take place after all of the above worksheets have been used. It will give the students an opportunity to apply all the methods that have been discussed. (In fact, the completion of the project could be made to serve as the Application Phase for this module.)

In the description of the methods of group cooperation, as in other descriptions and models in these modules, our terms may vary somewhat from those used by others. However, the concepts are generally accepted and the methods ought to be useful in a wide variety of situations.

Worksheet VIII-3. The First Step in Group Cooperation

Blend together the work of different parts of the group. Make sure that each of the members of subgroups within the group has completed an individual assignment. Then distribute Worksheet VIII-3. Explain that in order to work cooperatively on a project, students must be able to blend together the work of different parts of the group. Ask students to read the worksheet, then to listen and take notes as the individual members or subgroups make short reports on the work they have done. When the reports are finished, students should do the activity on Worksheet VIII-5.

When blending together the work of different parts of the group, the group should ask itself the following questions:

1. What job has each person or each part of the group been doing?
2. How do these jobs relate to one another?
3. How does each of these jobs relate to the main project?
4. What ideas and information from each of these persons or parts of the group can we use in the main project? How should each of these ideas or pieces of information be used?

Worksheet VIII-4. The Second Step in Group Cooperation

Watch how well the group works together. This method of cooperating is essentially the same as continuous evaluation described in Module V. The purpose of such evaluations is to help the group improve continuously throughout a task. If the suggested placement is being followed, students will complete this worksheet just after their first period of work on the chosen project. However, this kind of review is appropriate at any point after the beginning of the project.

When studying how well the group works together and trying to decide how it might work together better, the group should ask itself the following questions:

1. Do we all understand our group goals? Are those goals really ones that we all want to achieve?
2. Are we all communicating clearly with one another? Do we communicate

both feelings and ideas? Do we listen as well as talk?

3. Does everyone in the group have a share in leading the group?

4. Are we making plans and decisions which everyone, or nearly everyone, agrees on? Are everyone's feelings and ideas being taken into account when we make these plans and decisions? Are we making the kind of plans and decisions that help us to do our job and achieve our goals?

5. Does every member in the group get a chance to explain his or her ideas and use his or her skills and resources? Is each person allowed to be "best at" or "in charge of" something?

6. Do we encourage expression of conflicting opinions, without letting the conflicts tear our group apart? Do we try to work out conflicts instead of ignoring or suppressing them? Do we try to listen to and use ideas from people on both sides of a conflict?

7. Are the members of our group happy to be working together? Do most or all of them like each other and like the group? Do the members feel comfortable in the group? Do they feel free to talk about their ideas?

8. Do we try to deal with problems as they come up, without letting ourselves get bogged down by them? Have we worked out good methods for dealing with problems quickly and effectively?

9. Do all the members of the group try to find ways to improve the group? Are all the members' ideas and suggestions taken into account when we talk about ways to improve? Does our group welcome change and improvement?

If the group agrees that the answer to one or more of the above questions is "no," the students should write down the explanation of that answer, i.e., what the problem in that area is.

Worksheet VIII-5. The Third Step in Group Cooperation

Find out why problems come up. Of the problems which inevitably arise during group work on a task, some can be solved easily while others are "hard cases" which defy solution. Although this method of cooperation can apply to any problems, it is particularly useful in dealing with more difficult problems. They are the ones which require careful analysis to find out both why they arose and why they are so difficult to solve.

If the suggested placement is being followed, work on this worksheet will begin immediately after work on Worksheet VIII-4 has been completed. The evaluative work done for that worksheet should provide students with a ready-made list of problems. The procedure outline in this worksheet can be applied to one (or more) of these problems.

When trying to discover why a problem has come up and why it is difficult to solve, the group should ask itself the following questions:

1. Do we not really understand what the problem is?
2. Do we have too little information about the problem and about the way it relates to our work and our goals?
3. Is our problem caused by poor communication?
4. Are we trying to choose a solution to the problem before we have thought about enough different possibilities?
5. Are we causing the problem by trying too hard to criticize each other or compete with each other?
6. Are we causing the problem (or delaying its solution) by insisting that everyone in the group think alike?
7. Do we have a problem because we need more training in how to solve problems or in other group interaction skills?
8. Do we not really want to solve this problem?

If the group agrees that the answer to any of these questions is "yes," it should investigate that area further. Hopefully, once all the questions have been answered and the problem areas explored, students will understand enough about the reasons for the original problem and for their trouble in solving it that they will now be able to find a solution to the problem.

Worksheet VIII-6. The Fourth Step in Group Cooperation

Talk about group standards and goals. Group goals have been discussed before (especially in Module IV); group standards have not. Goals are the ultimate purposes which the group is trying to achieve with respect to a particular task or with respect to the group's entire operation. Standards are norms or rules for behavior (either in regard to work on the task or in regard to group interaction) which the group agrees to follow. Standards may be stated either as "do's" or as "don't's." Both goals and standards should be formulated and discussed by the entire group.

If students have used Module IV, Planning, have them review the group goals they formulated at the end of Module IV. Point out the three reasons for such a review:

1. To help the group keep its ultimate aims in mind;
2. To help in judging the progress that has been made toward its goals; and
3. To renew the group's desire to achieve its goals.

In reviewing or discussing the group goals, the group should ask itself the following questions:

1. What are our general group goals? What are our goals for this project?

2. What ways of working or behaving do we agree that the group members should not follow?

3. In what ways are these standards related to our group goals?

4. What things do group members need to do to come closer to following the standards we have agreed on?

With its goals and standards now firmly in mind, the group can proceed with its work. If the suggested placement is being followed, work on this worksheet will take place after the second period of work on the group project.

Worksheet VIII-7. The Fifth Step in Group Cooperation

Help other group members to do better work. One way in which individual members of a group can cooperate is to help one another do better work. They can do this most effectively in a group atmosphere of openness and trust. Here are some ways in which the members of a group can create and maintain such an atmosphere:

1. Be open and honest in talking about feelings and ideas.

2. Share ideas, skills and resources with others.

3. Accept other people's work and ideas.

4. Encourage other people and help them believe that they can do good work.

5. Believe, and help others to believe, that the group can and will work together cooperatively in a situation.

Point out that this positive atmosphere should not prevent the expression of negative ideas or feelings. One can accept (respect) an idea without agreeing with it, and one can encourage another person while still making suggestions for improvement.

Once an atmosphere of trust has been established within a group, there are several ways in which a group member can help other members with their work:

1. Help the other members see reasons for what they are doing; make them want to do their work (i.e., motivate them).

2. Help other members do their work by sharing skills and resources.

3. Praise other members when they do a good job.

4. Give friendly suggestions for change when other members have a problem or do something wrong.

If the suggested placement is being followed, work on this worksheet will follow immediately the work on Worksheet VIII-6.

Worksheet VIII-8. The Sixth Step in Group Cooperation

Set a good example by your own work. Another way in which individual members can help the group is to set a good example by their own work. Setting an example may sound "goody-goody" or "holier-than-thou" to the students, but point out that a conceited attitude is not--or should not be--involved in the process. A student need not consciously try to "set an example" in the sense of showing off. If the student is doing good work and performing all the group interaction skills, he or she is automatically setting a good example. Remind the students that their actions in a group always set a good or bad example for others, whether they mean them to or not.

There are several ways in which a group member can set a good example for other members to follow:

1. Follow instructions.
2. Try as hard as possible to do the job well.
3. Do work when it needs to be done.
4. Act grown-up.
5. Know the group's job and one's own part in it.
6. Make sure that one's attitudes are helpful to the group.

Each member of the group should evaluate his or her own behavior and attitudes from time to time to see what kind of an example he or she is setting for the group. Students might also want to consider which other members of the group they have been (consciously or unconsciously) following as examples. Are those the best people to model oneself after?

If the suggested placement is being followed, work on this worksheet will follow immediately the work on Worksheet VIII-7.

You may have the students complete the work on their project at this time, instructing them to use all the ways of group cooperation as they finish their task. Alternatively, you may delay this completion until the Application Phase.

Worksheet VIII-9. What Did You Learn?

Before beginning the Application Phase, distribute the instructional test. The results of the test will tell you whether a review of the Instructional Phase is necessary before going on to the Application Phase. Be sure to discuss the instructional test after you have scored it.

APPLICATION PHASE

Purpose

The Application Phase will give students an opportunity to practice their new skills in group cooperation by requiring them to apply these skills to a problem related to the context of the course. This will help students see the utility and relevance of cooperative effort in their daily activities. It will also give you an opportunity to observe the students and compare their performance with their performance during the Problem Exposure Phase.

Procedure

Before the students are asked to apply their skills in group cooperation, lead (or ask a student to lead) an evaluation discussion of what they've learned during the Instructional Phase. Some questions in the discussion might be:

1. What happened?
    - What did we do?
    - What skills did we learn and practice?
    - How did people react? What are your feelings about these skills?
2. How are these skills applicable?
    - What about your daily activities outside of class and school?
    - What about in the context of the class?
    - What about on the job?

Following this discussion, the group will be challenged to apply its skills in cooperation to a problem related to the context of the course. Be sure the students know how much time they have for their work.

The nature of the problems to which the students apply their skills will depend on the context of the class and the needs and interests of the group and students. The students can be consulted when you are deciding what problem to present to them. If the large project they worked on during the Instructional Phase has not been completed, its completion would work well in the Application Phase.

The specific problem must excite the imagination of the students. It might be wise to choose a task which is related to something they have done already and enjoyed. Such a problem will give the students real motivation to do their best during the Application Phase.

While the students are working together, observe their behavior. Use another copy of the Group Observation Form to help you do this, and keep your own notes as well. If feasible, use cassette recorders to tape each group's discussion in the Application Phase activity to supplement your written observations. You should also coach the students by asking questions that will help them examine themselves and their use of skills in helping cooperative effort.

Worksheet VIII-10. How Did You Do?

When the group has completed the application problem, distribute this self-evaluation form and ask the students to complete it. Afterwards, encourage them to discuss their strengths and weaknesses.

Worksheet VIII-11. How Did the Group Do?

The students should discuss their evaluation of themselves. They should focus on the following questions:

1. What happened and why?
    - What was the problem?
    - How did people react?
    - How did you go about cooperating?
2. What should have happened?
    - How should people have reacted to the problem?
    - What is cooperative effort?
    - Whose responsibility is cooperative effort?
    - When should cooperative effort be employed?
    - How should you have cooperated systematically?
    - How could your group have cooperated better than it did?
3. What can you be conscious of in the future in order to cooperate better?
4. What do you think you know or don't know about cooperating?

Distribute Worksheet VIII-11. Students should use this form to evaluate their group individually. Then distribute one copy of Worksheet VIII-11 to each group. The group should use the form to evaluate itself. Afterwards, discuss the evaluations.

GROUP OBSERVATION FORM

Instructions

To be used twice: once during observation of groups in the Problem Exposure Phase, and once during observation of groups in the Application Phase.

A. Content of group discussion

1. Do they attempt to harmonize the activities of various members and subgroups?
2. Do they observe the group's action to determine its effectiveness?
3. Do they attempt to determine why the group has difficulty in working effectively when problems arise?
4. Do they express group standards and goals?
5. Do they stimulate each other to produce better work?
6. Do they set a good example for each other?

B. Group process

1. Did one or two members of the group dominate? If so, who?

2. Do you feel that every group member attempted to contribute to the cooperative effort involved in completing the task? If not, who did not contribute?

3. How would you rate the group on getting along together? (Circle one)
   a. got along smoothly and focused on the task
   b. some friction, but devoted most of time and energy to task

c. competitiveness and/or friction interfered somewhat with accomplishment of the task

d. great competitiveness and/or friction occupied most of energy and time of group

4. How well do you think the group worked in a cooperative effort? (Circle one)

very well adequately inadequately very poorly

5. - Answer only in Application Phase - How much did you have to prompt the group to keep it operating well, concentrating on the task, and working cooperatively?

a great deal somewhat very little not at all

C. Individual members

1. Exposure Phase

For each student, make a brief note of what you think are his/her primary strengths and weaknesses in working in the group according to what you have observed. (Although you haven't had much time to observe, hopefully these brief notes will be useful to you in comparing students' behavior in group now with what it will be in the Application Phase.) You may continue your answer on the next page.

2. Application Phase

List each student and, for each, briefly describe what you observed to be his/her strengths and weaknesses in working in the group especially in relation to the following attitudes, knowledge, and skills: understanding the meaning of cooperative effort as it is related to the other cooperative interaction skills, being willing and able to help the group in cooperative effort, and valuing his/her own contributions and those of others to group cooperative effort. Write your comments below and, if necessary, on the back of this sheet.

STUDENT WORKSHEETS

MODULE I. COMMUNICATING

I-1	Communicating
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COMMUNICATING

Certain problems often come up when people try to communicate with one another in a group. In this module, you will be studying such problems and ways to overcome them. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and, if you need more room, on the back of this sheet.

1. What are three problems you have had recently in communicating with other people? If you solved any of these problems, tell how.
2. Think about the things you do outside of class with other people. Is communication an important part of such things? Write a paragraph to explain your answer.
3. What do you need to learn about communicating with others in a group?

I-2

IGNORE ME

Your teacher is about to place a label on your forehead. This means that everyone but you will be able to read it. The label will tell the others in your group how to treat you during the next activity. For example, if your label says, "Ignore me," the others in your group will ignore everything you say or do. The way you are treated will help you figure out what your label says.

Once each member of the group has been labeled, work together to choose one of the three situations below. Then try to complete the task which that situation calls for. You have 20 minutes. During this time, remember to treat the others according to the labels they are wearing.

1. You are a group of movie critics who have just been asked to name the Ten Greatest Films ever made. Which films should you choose? What makes those films great? Work together to write your list. For each film, write at least one reason the group has chosen it as one of the Ten Greatest. No film may be put on the list unless a majority of the group members agree that it belongs there.

2. Your school is having a music festival. Mr. Dollars, a rich friend of the school, has donated $10,000 so that you can invite some big name performers to appear. The only catch is that Mr. Dollars has to approve of whatever choices you make. Whom should you invite? How much should you offer to pay each performer? How can you convince Mr. Dollars that his money would be well spent? Discuss and list the answers to these questions.

3. You are a television news team. You are planning to put together a big news special on the three most important events of the past twelve months. Which three events should you choose? What makes those events important? Discuss and write down the events you will cover. For each event, list at least three reasons it is important.

I-3

WHO SAID WHAT HOW?

You have just tried to communicate with people who were "labeled". Because of those labels, your group probably had a hard time doing its work. The ideas of some were ignored while the ideas of others were immediately accepted. Your decision to ignore or accept an idea was not based on how good the idea was, but on how you viewed the person who was giving it. In the exercise, your view was set by the label on the person's forehead; in real life, however, all of us have such labels about other people in our heads.

Whenever you are going to communicate with someone, you should be ready to give and receive different kinds of information.

COMMUNICATION IS GIVING AND RECEIVING

FACTS	Gloria, it just started raining again.
ATTITUDES	I don't care.
OPINIONS	You shouldn't feel that way.
FEELINGS	I can't help it. I'm depressed.
IDEAS	Maybe a game of gin rummy will cheer you up.
NEEDS	I don't know how to play. Will you teach me?
DESIRES	Sure. But I wish we had a deck of cards.

People communicate information in many different ways--either with words (spoken or written) or without words (actions, facial experssions, and other "body language"). Some people also communicate with others through art--such as sculpture, paintings, dance, or drama.

Keep a record tomorrow of the ways in which people communicate with you. You don't have to list every communication. A few different kinds will do. Use the attached form to write the information down. You will need this information for something else later, so keep the form in your notebook.

I-3

WHO SAID WHAT HOW?

In the first column, tell WHO communicated with you during the day--for example, teacher, man on the street, mother, friend, bus driver. In the second column, tell HOW that person communicated with you--for example, spoken words, written words, hand movements, a smile, an angry stare, a drawing, a poem. In the third column, tell WHAT message you received. When you have completed this form, keep it in your notebook for another activity.

WHO	HOW	WHAT

I-4

BRAINSTORMING

What is the best way to solve this problem? What is the best way to do that job? To answer questions like these, a group usually needs ideas---a lot of them. But many of the best ideas are never heard. Too often, people are afraid of being criticized by others in the group. They say nothing or they say only what they think the others want to hear.

Brainstorming is a way to help people get their ideas out and, at the same time, find new and creative answers to today's problems. In a brainstorming session, people give ideas back and forth as quickly as possible. They do not compete against one another to solve a problem. Instead, they share the task of finding a solution. They work together--without criticism--giving whatever ideas come into their heads.

Rules for Brainstorming

1. Say nothing bad about any of the ideas given.
2. Work for quantity, not quality---the longer the list of ideas, the better.
3. Build on one another's ideas; turn one idea into another wherever possible.
4. Encourage zany, far-out ideas.
5. Write down each idea, at least by a key word or phrase.
6. Set a time limit and hold strictly to it.

An Activity

Remember these three situations?

1. You are a group of movie critics who have just been asked to name the Ten Greatest Films ever made. Which films should you choose? What makes those films great? Work together to write your list. For each film, write at least one reason the group has chosen it as one of the Ten Greatest. No film may be put on the list unless a majority of the group members agree that it belongs there.
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3. You are a television news team. You are planning to put together a big news special on the three most important events of the past twelve months. Which three events should you choose? What makes those events important? Discuss and write down the events you will cover. For each event, list at least three reasons it is important.

Now take the same situation you chose before and brainstorm it. As you do this, follow the rules for brainstorming as much as possible. Do not look at your notes until you have finished the brainstorming session. You have 10 minutes. Afterwards, compare your brainstorming list with the list you made when you were "labeled." Which is the best list? Why? Keep both lists in your notebook. You will need them again later.

I-5

LISTENING

In the brainstorming session, your group made a long list of ideas. Now it is time to decide which of those ideas are the best. As you work together on this, try to listen very carefully to everyone's opinion. Often, people are so concerned with what they want to say that they "tune out" what others have to say. This is especially true when others do not agree with them. Being a active listener is not easy.

TEN RULES FOR ACTIVE LISTENING

I. STOP TALKING. You cannot listen if you are talking.

II. PUT THE SPEAKER AT EASE. Help the speaker feel free to express his or her ideas. Go easy on arguments and criticism. Such reactions may make the speaker "clam up" or get angry.

III. SHOW THE SPEAKER THAT YOU WANT TO LISTEN. Look and act interested. Don't read your mail while someone is talking to you. Pay attention to what the speaker is saying and doing.

IV. REMOVE DISTRACTIONS. Don't doodle, tap, or shuffle papers. Would it be quieter if you shut the door?

V. PUT YOURSELF IN THE SPEAKER'S SHOES. This will help you see the point of view that is being expressed. Listen to understand. Don't listen to fight back.

VI. BE PATIENT. People need time to express their ideas. Do not interrupt the speaker. Don't start for the door or walk away.

VII. HOLD YOUR TEMPER. An angry person can easily get the wrong meaning from words. Keep cool.

VIII. ASK QUESTIONS. This encourages the speaker and shows that you are listening. It helps to develop ideas.

IX. DON'T GET OFF THE SUBJECT. Does that story you want to tell really have anything to do with what the speaker has just said?

X. STOP TALKING. This rule is first and last because it is the most important. All the other rules depend on it. You simply cannot listen if you are talking.

I-5

An Activity

The Four Stage Rocket[1]

While following the ten rules for active listening, work with your group to decide which brainstorming ideas seem best. The Four Stage Rocket will help you do this. To make the Four Stage Rocket work, follow the directions for each stage carefully. Before you begin, pick one person to act as a timekeeper/observer.

Count Down

Discuss the list of brainstorming ideas for five minutes. The observer/timekeeper will see how well the group follows the rules for active listening. Decide which ideas seem best.

Stage 1

Continue the discussion for five minutes. However, no one in the group may speak for more than fifteen seconds at a time.

Stage 2

Continue discussion for five minutes. Once again, no one may speak for more than fifteen seconds at a time. In addition to this, a person may not speak until three seconds after the last person has spoken.

Stage 3

Continue the discussion for five minutes. Once again, no one may speak for more than fifteen seconds at a time, and no one may begin speaking until three seconds after the last person. In addition, no person may give an opinion until he or she has summed up what the last person said. The last person should nod his or her head if the summing up was correct. If the summing up was not correct, the speaker must try again.

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[1] Epstein, Charlotte. Affective Subjects in the Classroom. New York: Intex Educational Publishers, 1971.

Stage 4

Continue the discussion for five minutes. No one may speak for more than fifteen seconds. No one may speak until three seconds after the last speaker. No one may speak until he or she has summed up what the last speaker has said. And, in addition to all this, no one may speak a second time until everyone in the group has spoken once.

In Orbit

Continue the discussion for five minutes. This time there are no limits. Again the observer/timekeeper will see how well the group follows the rules for active listening.

Discussion

When the group has finished the Four Stage Rocket, discuss what happened. The observer/timekeeper should begin by telling everyone what he or she saw and heard. Your teacher might also have comments to make. Some questions to consider are:

(1) What problems did you have?

(2) Was it difficult to sum up what the person before you said?

(3) Were there any long, silent periods? Why or why not?

Active listening is not easy. You must practice it often to do it well. Keep This worksheet in your notebook and try the Four Stage Rocket when your group is talking about other subjects. Always try to follow the ten rules for active listening.

RECEIVING INFORMATION

You receive information through all five of your senses. In the last activity, you were asked to work on active listening. This was a way of receiving information through your sense of hearing. Listening to spoken words is one of the most common ways that people receive messages.

Reading written words is another common way that people communicate. To read a message, you use your sense of sight. Your sense of sight is also useful for receiving other kinds of information. For example, find a schoolbook and look through it for a moment. Do you see any messages in the book that are not in written words? Most school books have pictures, charts, or graphs to explain ideas and facts. Through your sense of sight, you can receive information in many different kinds of ways.

Hearing and seeing are the senses that people use most to receive information. However, the other three senses--smelling, tasting, and touching---are always at work, too. Your sense of smell helps you receive many important messages. It can tell you, for example, when there is a dangerous gas leak nearby. It can warn you when something is burning. It can give you information about many things---from air pollution to tonight's dinner.

The sense of taste tells you what you like or don't like about food, drink, and medicine. Taste can warn you when food is no longer good.

Touching is not limited to your hands. Your whole body can tell you that it's a hot day or that the water in a swimming pool is cold.

Remember that, although we usually depend upon seeing and hearing to receive information, we are always receiving messages from our other senses as well.

An Activity

Look at the Who Said What How form which you were asked to fill in for one day. How many different ways did you receive information that day? Did you record any messages that were not written or spoken? What were they?

As a group, brainstorm some other ways that we receive information besides hearing and reading words. You have 10 minutes to write as long a list as possible. When time is up, share your group list with the rest of the class.

Have you been using all of your senses to receive information? What messages have you received through seeing? Hearing? Smelling? Tasting? Touching?

I-7

GIVING INFORMATION

When you want to give information to someone, you usually try to communicate in a way that is reliable easy and efficient. Sometimes this means writing a letter. Sometimes it means making a telephone call. Sometimes it means talking face to face to someone. What if you were sick? How would you give this information to a doctor?

An Activity

Though it is easy and quick, just talking to someone is not always the best way to give information. Pick two people in your group to be the "givers" of information and two people to be the "receivers". The rest of you should watch how the "givers" and "receivers" work together in the two situations described below. To begin, the giver receives a diagram from your teacher. In both situations, the giver has the job of describing the diagram to the receiver. The receiver has the job of drawing the diagram which is described. In neither situation may the giver ever show the diagram to the receiver.

SITUATION ONE. The giver and the receiver face opposite directions. The giver describes the diagram. The receiver tries to draw it. The receiver may not ask any questions or say anything. Time: 5 minutes.

SITUATION TWO. The giver and the receiver face each other. The giver describes the diagram. The receiver tries to draw it. The receiver may ask whatever questions seem necessary. Time: 5 minutes.

After you have tried both situations, work together as a group to answer the following questions.

1. In which situation did the giver and the receiver work best together? Why?
2. Did seeing the giver help the receiver? Why?
3. Did asking questions help the receiver? Why?
4. What are some situations in your life where you receive information from someone you can't see?
5. What are some situations in your life where you receive information from someone without having the opportunity to ask questions?

Giving information is hard work. Try to keep the following rules in mind when you are trying to communicate with other people.

GIVING INFORMATION

1) Speak clearly. Can the listener hear you?
2) Use language that the listener understands.
3) Use hand movements, facial expressions, pictures, charts or whatever is necessary to show the listener what you mean.
4) Look at the listener while you talk.
5) Encourage the listener to ask questions.
6) Sum up any long statements you have made.

As a group, discuss these rules. Why is each one important? What could happen if you didn't follow any one of these rules? What are some other things to keep in mind when you are giving information to someone in front of you? What are some things to keep in mind when you are giving information to someone who either can't see you or can't reply?

I-8

REMEMBERING INFORMATION

Your teacher has sent three students out of the room. They will be brought back one at a time. When the first one returns, the teacher will read a paragraph about the Problem of Interpretation. The student will be asked to listen carefully and, afterwards, to retell the story in his or her own words.

When the second student returns, the teacher will read the same story again. This time, however, the teacher will stop after every sentence or two and ask the student to repeat what has happened so far.

When the third student returns, the teacher will read the same story again. This time the student will be told to take notes. Afterwards, when the story has been read, the student can use these notes to retell the story.

Which one of these students do you think will retell the story best? Why?

WHAT TO DO

On the next page, there is a checklist which you can use to show how well each of the three students retold the story. On the left, you will find a list of fifteen ideas from the story. For example, the first idea is communication means giving information. On the right, you will find three columns of blanks---one for the student who only listened to the story, one for the student who was asked to repeat parts of the paragraph, and one for the student who took notes.

To begin, listen carefully as the first student retells the story. Check off each idea that he or she has remembered. For example, if the student remembered that communication means giving information, put a check in the first column next to that idea. When the first student has finished, add up the number of ideas that you were able to check off. Write the sum at the bottom of the first column.

Do this again for the second and third students. When you have finished adding up the ideas which each student remembered, you will know which one was able to retell the story best. REMEMBER that the students will be asked to retell the story in their own words. This means that they will not always be using the same words that are written on the checklist. What is important here is the number of ideas they give. Are they the same ideas that were in the paragraph?

CHECKLIST FOR REMEMBERING: THE PROBLEM OF INTERPRETATION

IDEAS FROM THE STORY	LISTENED	REPEATED	TOOK NOTES
1. Communication means giving information			
2. Communication means receiving information			
3. Communication means keeping information			
4. Interpretation can block communication			
5. If the giver and receiver do not both think the message is important, communication may not take place.			
6. If the giver sends opposite messages at the same time, communication may not take place.			
7. If the giver is talking about the importance of planning in a poorly planned way, the receiver may not get the message.			
8. People communicate in many ways---with words and without words.			
9. If the experiences of the giver are different from the experiences of the receiver, communication may not take place.			
10. One person might see a contest as a challenge, while another sees it as a threat.			
11. How the giver and the receiver think of each other can affect how well they communicate.			
12. If the giver thinks that the receiver is stupid, he or she may communicate in a way that is hard to understand.			
13. Certain distractions can keep people from communicating.			
14. Physical discomfort or personal problems can get in the way of communication.			
15. It is the job of both the giver and the receiver to make sure that they are both "hearing the same thing."			
TOTAL IDEAS REMEMBERED:			

HOW TO TAKE NOTES

Notes are important. They are the only sure way to keep the many valuable ideas you will hear. Here are a few suggestions on how to take notes that will help you.

Get the Main Ideas

Don't try to write down all that the speaker says. You will not be able to keep up. Get the main ideas. Fill in only as much detail as you can without losing what the speaker is saying. The speaker will usually tip you off by announcing main ideas. "There are three main reasons why, etc., etc., etc. The first is..." Don't hesitate to ask a speaker to repeat. "Mr. Jones, I am not sure I caught the last point. Would you please state it again?"

Use Outline Style

Let the outline show the relation of ideas. Here is a standard outline pattern:

I. Roman numerals represent main ideas.
    A. Capital letters are subheads under Roman numerals.
        1. Arabic numerals are subheads under capitals.
            a. Small letters are subheads under Arabic numerals.

Abbreviate

Use key words and partial sentences. Don't try to write statements in full. On the other hand, don't be so sketchy that it doesn't mean anything. Short, clear notes are better than long, confused ones.

Use a Notebook

Random notes scribbled on loose scraps of paper are usually not very good. They are often too sketchy and soon lost. Take good notes, in a good notebook, and keep them.

This Is Important

Before those notes get too cold, probably within 24 hours, take time to look them over and make sure you understand them. Then you won't be wondering several months from now what you meant by some of those abbreviations.

An Activity

Go to some event where you can take notes. It would be best to select something everyone in the group can attend together. However, two of you attending the same event is enough. The event might be:

1) a class;
2) a drama;
3) a sports event; or
4) a T.V. show, especially a news conference or speech.

While watching the event, do not compare notes. Be prepared to discuss your notes the next day.

WHAT DID YOU LEARN?

Certain problems often come up when people try to communicate with one another in a group. You have been studying some of these problems and ways to overcome them. Now try to answer the following questions. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. What is communication?
2. What is brainstorming? Can it help you communicate better with others in a group? Explain your answer.
3. You must practice active listening to do it well. What are a few rules that will help you be an active listener?
4. List five ways people receive information. Give an example of each one.
5. Giving information is hard work. What are some rules to keep in mind when you are trying to communicate with other people?
6. People interpret the ideas they give and receive. How can this cause problems in communication? Write a paragraph to explain your answer. Give some examples of the problem of interpretation.
7. How can you remember information you have received?

I-11

HOW DID YOU DO?

Answer each question carefully. For questions 3-5, use the space on the back of this sheet.

1. How well do you communicate? Below are six communication skills. Circle the phrase that describes how well you can do each one.

   - Presenting your ideas so that others will respond to them.

     very well   well   poorly   very poorly

   - Listening carefully and trying to understand the ideas of others.

     very well   well   poorly   very poorly

   - Understanding the feelings of others.

     very well   well   poorly   very poorly

   - Encouraging others by listening to and accepting their ideas.

     very well   well   poorly   very poorly

   - Keeping information in your head or in notes.

     very well   well   poorly   very poorly

   - Knowing that different people have different interests which affect the way they act in a group.

     very well   well   poorly   very poorly

2. How often did the group listen to your ideas? (Circle one)

   very often   once in a while   not at all

3. Were you satisfied with the part you played in the group? Why or why not?

4. Name some communication skills that you already have now.

5. What communication skills do you need to learn?

I-12

HOW DID THE GROUP DO?

Answer each question carefully. For questions 1-3, use the space below and on the back of this sheet.

1. How well did the people in the group communicate with one another? Give some examples to explain your answers.
2. What were the major problems the group had working together?
3. How could these problems be solved?
4. For each member of the group, list his or her major contributions. Use the chart below to show what you think.

STUDENT NAME	CONTRIBUTION

MODULE II. USING RESOURCES

II-1 Using Resources

II-2 Try It. You'll Like It.

II-3 I Am a Resource

II-4 Who's Who

II-5 Do We Have Everything We Need?

II-6 Who Should Be What?

II-7 What Did You Learn?

II-8 How Did You Do?

II-9 How Did the Group Do?

USING RESOURCES

Every group has certain resources which it can use to get things done. Such resources include the group members themselves as well as people, places, and things outside the group. In what different ways can you be a resouce for your group? What do the other group members have to offer? What people, places, and things outside your group can help you accomplish things? How can you best use the resources you have?

In this module, you will be studying ways to recognize and use the resources of your group. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. In your own words, tell what the term resources means.
2. Give some examples of different kinds of resources. For each example, write one sentence telling how that resource might be useful.
3. What is one job that you will have to do soon outside of school? What resources will you need to get that job done? Do you have all of the resources you need? If not, what will you do?
4. What do you need to learn about the resources of your group?

II-2

TRY IT. YOU'LL LIKE IT.

Part One

Imagine that a university has set up an experiment which your group has agreed to try. The purpose of the experiment is to see how well a group can take care of itself.

In one year, your group will be flown to an area where there are no other people. You will be asked to live in this area---away from the rest of the world---for three years. What skills will you need to keep yourselves alive? As a group, decide what job each member should learn. During the next year, the university will teach you whatever jobs you name.

When it comes time to go, each group member will be allowed to take five things that will be needed for his or her job. In this case, 25 pounds or 25 gallons of something can serve as one thing. For example, if you go as a baker, you might take 25 pounds of flour as one thing and 25 gallons of molasses as another thing, and so on.

The group now has 15 minutes to decide the answers to these two questions:

1. What job should each member learn?
2. What five things should each member take?

Part Two

Now it is a year later. The university has taught you the jobs that you wanted to learn. You each have the five things you brought to do your jobs.

A plane has just dropped you off in a faraway mountain valley. You are 6,000 feet above sea level. The summers here are hot and dry. The winters are cold and snowy. In the valley, there are a lot of small bushes and shrubs and a fresh stream which will give you all the water you need. About 15 miles away there is a forest of pine trees.

Today is the first day of June. It will begin snowing around the beginning of November. When the snow comes, you will be trapped here for at least five months. What should you do between now and November 1 to survive the winter? As a group you now have 15 minutes to do these two things:

1. Decide what your resources are.
2. Discuss how you will use these resources to get ready for winter.

II-3

I AM A RESOURCE

NAME:

List any jobs you have had:	List any organizations you have joined

For each item below, circle 1, (can do), 2, (can teach), 3, (want to learn)

SWIM	1	2	3	WRITE (ESSAYS, POETRY)	1	2	3	
CANOE	1	2	3	DRIVE MOTORCYCLE	1	2	3	
SAIL	1	2	3	PUBLIC SPEAKING	1	2	3	
SURF	1	2	3	PHOTOGRAPHY	1	2	3	
DRAMA	1	2	3	BACK PACK	1	2	3	
SOLDER	1	2	3	AUDIO-VISUAL EQUIP.	1	2	3	
SCUBA	1	2	3	FOREIGN LANGUAGES	1	2	3	WHICH?_______
DRAW	1	2	3	TEAM SPORTS	1	2	3	WHICH?_______
RAFT	1	2	3	INDIVIDUAL SPORTS	1	2	3	WHICH?_______
HUNT	1	2	3	BICYCLE	1	2	3	
PRINT	1	2	3	MUSICAL INSTRUMENTS	1	2	3	WHICH?_______
ETCH	1	2	3	PAINT	1	2	3	
SEW	1	2	3	WOOD TOOLS	1	2	3	
IRON	1	2	3	DRIVE CAR	1	2	3	
SKI	1	2	3	COMPOSE MUSIC	1	2	3	
TYPE	1	2	3	HAM RADIO	1	2	3	
FISH	1	2	3	OTHER (SPECIFY)	1	2	3	
COOK	1	2	3	REPAIR MACHINERY	1	2	3	WHICH?_______

II-3

Write a word or phrase to answer each of the following questions.

What is your favorite form of entertainment?

How do you prefer to earn money?

Do you get extra physical exercise each day? How?

What is the farthest distance you have traveled? Where did you go?

In the space below, list any additional information which might be a resource to yourself or another person.

II-4

WHO'S WHO

Below is a chart which you can use to show how the resources of your group are divided. On the right, there is a list of phrases describing different resources which your group might need to stay together and do its work well. Think about each resource carefully. Decide which member of the group is the best person to provide that resource. Write his or her name in the blank space at the left. When you have finished the chart, you should have written every group member's name--including your own--at least once.

Name	Resource
	is a hard worker.
	works well with numbers.
	helps others settle arguments.
	is a good writer.
	knows a lot about science.
	has a great imagination.
	is a good artist.
	helps others relax and enjoy themselves.
	knows a little bit about a lot of things.
	has a lot of muscle power.
	is a good musician.
	knows how to use words wisely.
	is full of new ideas.
	is silent but deadly.
	really understands how others feel.
	is easy to talk to.
	knows how to get everyone interested.
	doesn't give up easily.
	knows how to handle money.

II-5

DO WE HAVE EVERYTHING WE NEED?

Whenever the group has a job to do, you should stop and think about the resources you will need to do your work well. In some cases, you will find that you have all the resources you need and that you can get started right away. In many cases, however, you will discover that you don't have everything you need. Before you can get started, you will have to find the answers to such questions as: What do we need that we don't have now? Is it possible to get those things? If so, how? If not, what should we do?

An Activity

As a group, choose one of the following three situations.

1. Your group has been asked to put on a Talent Show in the school auditorium in two weeks. The show is scheduled to be a half hour long.
2. Next month your class is taking a three day trip to Washington D.C. to study government and how it works. Your group has been asked to plan the trip.
3. A group of students from Madrid, Spain, will be visiting your school in the near future. They wish to learn as much as they can about your school and your community. Your group has been asked to plan a day of activites.

Once you have chosen a situation, decide what resources you will need to do the job well. Discuss and list the needed resources that you already have. Then discuss and list the needed resources that you don't have. How can you get the resources you don't have? What if you can't get all of the resources you need? What should you do then?

WHO SHOULD BE WHAT?

You are a high school newspaper team. During the next 20 minutes, study the six positions described below and decide which group member has the best resources for each position. When you finish, everyone in the group should have at least one position. Be ready to explain the reasons for each of your choices.

- EDITOR-IN-CHIEF. Will be in charge of the newspaper. Will write the front page stories. Must be very responsible. Must be aware of what's happening at school and in the community. Must be able to plan, organize, and carry out ideas. Must know how to deal with a lot of people.

- EDITORIAL PAGE EDITOR. Will write opinions about important issues at school and in the community. Must be a good thinker. Must have the courage to state opinions which may be unpopular. Must be willing to explain or defend opinions which are attacked by students, teachers, or members of the community.

- SPORTS PAGE EDITOR. Will write stories and articles about sports events and sports people. Must be interested in many different kinds of sports. Must be actively involved in at least one sport. Must be able to keep track of what's happening in the sports world at school. Must have the time to cover sports events after school or on the weekends.

- FEATURE PAGE EDITOR. Will write "human interest" stories. Must be able to see the unusual in an ordinary situation. Must be creative. Must be interested in people and their problems. Must be willing to meet and talk with many different kinds of people in many different kinds of situations.

- CARTOONIST. Will draw cartoons and do whatever artwork is necessary. Must be able to draw well. Must have a good sense of humor. Must be able to work well with others.

- ADVERTISING MANAGER. Will sell newspaper space to businesses and other organizations in the community. Must be able to present a good image of the newspaper. Must be a good sales person. Must be willing to talk and meet with business people in the community.

- BUSINESS MANAGER. Will keep track of the newspaper's money matters. Must be trustworthy. Must be able to work well with numbers. Must be very responsible.

II-7

WHAT DID YOU LEARN?

Every group has certain resources which it can use to get things done. In this module, you have been studying ways to recognize and use the resources of your group. Now try to answer the following questions. Write your answers on the back of this sheet. Use extra paper if you need it.

1. Is it important to know how to recognize and use the resources of your group? Explain your answer.
2. What are three resources that every group should have?
3. Think about the resources your group would need if it was going to publish a small magazine of stories, poems, and drawings. What are five resources your group already has to do this job? What are five resources your group will need, but doesn't have now? How can you get each one of those resources?
4. There are many different ways you can be a resource for your group. Think about the special talents and services which you have to offer. Name at least five ways you can be a group resource.
5. Think about the ways that the others in your group can be resources. For each person in the group, name two resources which he or she might offer to the group. Show your answers on the chart below.

NAME	RESOURCES
1.	1. 2.
2.	1. 2.
3.	1. 2.
4.	1. 2.
5.	1. 2.
6.	1. 2.

HOW DID YOU DO?

Answer each question carefully. For questions 2-4, use the space on the back of this sheet.

1. How well can you recognize and use the resources of your group? Below are four skills that people need to work together in groups. Circle the phrase that describes how well you can do each one.

   - Recognizing the resources that you have to do a certain job.

     very well   well   poorly   very poorly

   - Recognizing the resources that other group members have to do a certain job.

     very well   well   poorly   very poorly

   - Figuring out the best way to use the resources of the whole group to do a job well.

     very well   well   poorly   very poorly

   - Deciding what to do if the group doesn't have the resources it needs to do its job.

     very well   well   poorly   very poorly

2. What have you been best at in using the resources of your group?

3. What have you had the most trouble with?

4. Have your resources been used well by the group? How could your resources have been used better?

5. Did you get enough chance to participate? Explain your answers.

II-9

HOW DID THE GROUP DO?

Answer each question carefully. For questions 3-5, use the space on the back of this sheet.

1. On the chart below are four skills which people need to work together in a group. On the left side of the chart, write the name of each member of your group. Then tell how well he or she is able to work with others. Under each skill, write very well, well, poorly or very poorly.

STUDENT NAME	RECOGNIZES HIS OR HER OWN RESOURCES	RECOGNIZES THE RESOURCES OF OTHERS	USES THE RESOURCES OF THE GROUP	DECIDES HOW TO GET NEEDED RESOURCES
1.				
2.				
3.				
4.				
5.				
6.				

2. How well did the group work together well? (Circle one)

   very well well poorly very poorly

3. Give three examples of how the group used its resources well.

4. In what ways didn't the group work together well?

5. How could these problems be solved?

MODULE III. RESOLVING CONFLICTS

III-1 Resolving Conflicts

III-2 What's the Problem?

III-3 What Caused the Problem?

III-4 Special Delivery

III-5 Your Values and Mine

III-6 The Triple-A Way: Awareness, Analysis, Action

III-7 Resolving Group Conflicts the Triple-A Way

III-8 What Did You Learn?

III-9 How Did You Do?

III-10 How Did the Group Do?

RESOLVING CONFLICTS

She thinks it's a great idea. You think it's a stupid idea. He says the plan is too long. You say the plan is too short. They want to begin at two o'clock. You want to be finished by one-thirty. Whenever people work together in groups, conflicts are likely to come up.

Resolving conflicts isn't easy, but it's a necessary part of working well with others. In this module, you will be studying different ways to resolve conflicts that come up in your group. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. In your own words, tell what the term conflict means.
2. Think about situations outside school where you must work with others to get something done. List three such situations.
3. Pick one of the situations you just named. What kinds of conflicts might come up while the group is trying to work together? List at least three kinds.
4. Pick one of the conflicts you just named. What might cause such a conflict? Name at least three steps you would take to try to resolve that conflict.

III-2

WHAT'S THE PROBLEM?

As a group, choose one of the following situations.

1. You are members of a dance committee. You have the job of planning a winter dance in the school gym. What should the theme of the dance be? What kinds of decorations should you use? What kind of music should there be? How can you interest other students in coming?

2. Littering has become a big problem in and around your school. Another group tried to solve the problem by putting "Keep Our School Clean" and "Don't Be A Litterbug" posters in different places around the school. But the littering problem just got worse. Your group has been asked to plan an imaginative campaign to inspire students to stop littering. What should you do?

3. The football team has lost every game so far this season. Hardly anyone goes to the games any more. The football coach has asked your group to do something--anything--to get students interested in the team again. What should you do?

You will have 20 minutes to discuss what you, as a group, should do in the situation you have chosen. Before you begin, however, your teacher will give each member of the group a set of Secret Instructions. The Secret Instructions you receive will describe a character that you should be during this activity. DO NOT TELL anyone what part you have received. Just act it out and see what happens.

SECRET INSTRUCTIONS

WHO CARES? You couldn't care less about this situation. One way to handle it seems just as bad as another. You want to be left alone. You've got enough problems of your own. If the others try to get you involved in the conversation, tell them to mind their own business.

SECRET INSTRUCTIONS

DO IT MY WAY. You know exactly how to solve the situation. You're not really interested in what anyone else has to say. Try to convince everyone that your way is the only way to handle the situation. You know that getting angry will just make it harder for people to agree with you. Be very nice to everyone, but keep insisting that they do it your way. Don't give in.

SECRET INSTRUCTIONS

LET'S TRY HARDER. You believe that everyone should have a chance to be heard. You realize that some people need more encouragement than others. Don't let anybody sit back and keep uninvolved. Do everything you can to get every member of the group to contribute something. Don't let anyone monopolize the conversation.

SECRET INSTRUCTIONS

WHATEVER YOU SAY. You don't like to argue so you agree with anything that anybody says. Sometimes you may find yourself agreeing with both sides of an argument, but don't let that worry you. Just keep telling whoever is talking that you agree.

SECRET INSTRUCTIONS

LISTEN TO ME. You know exactly how to solve the problem. You wish everyone else would be quiet long enough to listen to what you have to say. You have great ideas. If anyone says otherwise or tries to interrupt you, get angry. Tell them to be quiet and listen to what you have to say.

SECRET INSTRUCTIONS

GO AHEAD. I'M LISTENING. Pay close attention to everything that everyone says. Look at people while they are talking. Act interested. Encourage them to express their ideas openly. Think carefully about the situation the group is discussing. Make sure your suggestions are heard, too.

III-3

WHAT CAUSED THE PROBLEM?

When people work together in groups, they often find themselves working against certain kinds of problems. Such problems may be caused by: 1) the job that the group is trying to do; 2) the ways that people in the group get along with one another; 3) the way the group has been set up; 4) the personal problems of people in the group or, 5) conditions in society. These five causes of group problems are explained below.

This job is impossible. The job which the group is trying to do can sometimes cause many problems. The people in the group may not agree on what the job should be or how it should be done. Or, the people in the group may find that the job is too hard for them. They may find that they don't have the time or money or materials they will need to do the job well.

He's a real pain in the neck. All kinds of problems can come up when different people try to work closely together on the same job. People in the group may have different interests, beliefs, and needs. They may come from different kinds of living situations. The ways that people in the group get along with one another--the ways their personalities fit together--can cause many group problems.

I'm sorry. Rules are rules. The way the group has been set up is another possible cause of problems. Some groups have too many rules. Others don't have enough. The group should be set up so that its members are able to work together well.

I can't do anything right. Any member's personal problems can affect the way the whole group works together. The way each person in the group thinks, feels, and acts is very important. Members who miss a lot of meetings or who are grouchy at meetings can keep the whole group from doing its job. Members who are always depressed or afraid don't help either.

Why are you so prejudiced? Our society itself has a lot to do with how well the group works together and how long the group stays together. Racial, religious, sexual, political and many other prejudices may cause group problems.

III-3

Three Things to Do

1. Think about each problem listed below. On your own, decide what most often causes that problem in a group. Write the number of the problem in the appropriate column on the chart. For example, if you decide that yelling and screaming is most often caused by the ways people get along, write 1 in the second column. Keep in mind that there are no right or wrong answers here.

2. Discuss your answers with the others in the group. You will probably find out that they have classified the problems in other ways. As a group, decide the best way to classify each problem. Show the group's decisions on the bottom half of the chart.

3. Pick one problem under each column on the chart. Brainstorm a solution to it. Although you have no details about the problem, do your best to come up with some kind of general solution. One person should record the group's ideas. Be ready to discuss these ideas later with your teacher.

PROBLEMS

1. screaming and yelling
2. hurt feelings
3. helplessness
4. boredom
5. being behind schedule
6. giving up
7. last minute panic
8. racial tension
9. fault finding
10. bad attitudes
11. "the cold shoulder"
12. inefficiency
13. constant complaints
14. poor working conditions
15. feeling trapped

	THE JOB	PERSONALITY DIFFERENCES	THE GROUP SET UP	PERSONAL PROBLEMS	SOCIETY
YOUR CHOICES					
THE GROUP'S CHOICES					

III-4

SPECIAL DELIVERY

What if you received a letter like this?

Monday

Dear Group,

Congratulations on the fine job you've been doing! I can't tell you how many wonderful things I've been hearing about you. If everyone worked together as well as you do and accomplished as many marvelous things as you have, the world would certainly be a much better place.

To show my appreciation for your efforts and to encourage others in our community to follow your example, I have decided to donate one thousand dollars ($1,000.00) to your group. I am sure you will have no trouble putting this money to good use.

Good luck to each one of you!

Sincerely,

Wesley Dollars

Mr. Wesley Dollars

The group will have 20 minutes to decide what to do with the unexpected money. Before you begin this activity, however, each member of the group will receive another set of Secret Instructions. The Secret Instructions you receive will describe a set of values which you should use during the discussion. Don't tell anyone what your values are. Show the others what your values are by the way you act and the things you say during the discussion.

SECRET INSTRUCTIONS

LET'S SPLIT IT UP. You value doing things as an individual. As far as you're concerned, the group will never be able to reach a decision that will make everyone happy. Why not divide the money into equal shares and let each person decide for him or herself? That's the only way to put the money to good use.

SECRET INSTRUCTIONS

LET'S BUY SOMETHING WE CAN ALL USE. You value doing things as a group. With a thousand dollars, the group could buy a used car and fix it up. Then you could all use the car to travel places together. You might even use it to start a delivery service of some kind and make yourselves a little money. Point out that, with the whole group involved, the expenses and responsibilities of owning the car would always be shared. Your idea is a great way to have fun, make money, and help the group stay together for a long time.

SECRET INSTRUCTIONS

LET'S GO SOMEWHERE. You value having fun. The group has worked hard and deserves a vacation. All work and no play isn't healthy. Besides, a group trip would be a good opportunity for people to get to know one another better. The group should use the money to go places where everyone can relax and have a good time.

SECRET INSTRUCTIONS

LET'S SAVE IT FOR A RAINY DAY. You value security. The group doesn't really need the money right now. But there will probably be many times in the future when having a thousand dollars will be very useful. After all, you never know what's going to happen. The best thing to do with the money is to put it into a group savings account where it will be safe and sound.

SECRET INSTRUCTIONS

LET'S GET RICH QUICK. You value making money. With a thousand dollars and the right investment in the stock market, you could all be rolling in dough before you know it. Some people who invest in the stock market double their money overnight. The group should be willing to take a chance. After all, the money wasn't yours to begin with, so you shouldn't get too worried about losing it. Encourage the others to Think Big and take a chance. This could be the opportunity of a lifetime.

SECRET INSTRUCTIONS

LET'S HELP SOMEBODY. You value helping others. The group doesn't really need the money. But other people do. With a thousand dollars, you could set up a special fund for needy families in your community. Then people who need food, clothing, a doctor's help, and other services would have a place to turn to. Selfish thinking shouldn't get in the way here. The best use of that thousand dollars is to spend it on people who really need it. Be firm.

III-5

YOUR VALUES AND MINE

When people get together to do a job, they do not always agree on the best way to do it. What may be important to one member of the group may not be important at all to another. Conflicts come up when people value different things. Think about your values. Do you have interests and beliefs that are not the same as the people around you?

When working with others in a group, you should try to find out what values you have in common. At the same time, you should become aware of how your values are different. To resolve group conflicts, you will need to know the similarities and differences among the people in your group.

Three Things To Do

1. Think back to the last activity where each group member acted according to a set of Secret Instructions. As a group, answer the following questions about the activity.
    - A. What did each person in the group seem to value the most?
    - B. What two group members seem to have the most different values? (They were the ones who couldn't agree about anything.) How were their values different?
    - C. What two group members seemed to have values that were nearly the same? (They were the ones who were able to agree on things quickly.) How were their values the same?
    - D. Were some values so different that it became impossible or almost impossible for the group to do its job? If so, what were those values?
    - E. How well did the group handle conflicts that came up because of value differences? Give some examples to support your answer.

2. Now think about your values. Every day you make decisions based on your own interests and beliefs. If these values were always the same, decisions would be very easy to make. You would know exactly what you want. Values, however, are always changing. Sometimes they change in such a way that you suddenly find yourself believing in two opposite things at the same time. This is when decisions become very hard to make. How well do you understand your own values now? Working on your own, answer the following two questions as best you can. Be ready to discuss your answers with the others in your group.

   A. A popular saying states: "Today is the first day of the rest of your life." Think today. Think now. What do you value most in your life at this very moment in time? Write down three things which you value most highly.

   B. How do you go about getting what you want? Write down an action you have taken recently related to each thing you just listed.

3. Your teacher will now lead you in a 20 minute discussion about your second set of answers. The purpose of this dicsussion is not to put others down but to learn more about them and how you all fit together. During the discussion, try to express yourself as honestly and freely as you can. Encourage others to express themselves the same way. Keep in mind that individual values should not be judged as "right" or "wrong." Your values are right for you. Other people's values are right for them. Remember, too, that you will be working as a group member. Therefore, you should try to decide what is important for the whole group.

   During the group discussion, try to answer such questions as:

   A. What values do you all have in common?

   B. How are your values different?

   C. How can your common values help the group work better?

   D. What kinds of conflicts might come up because of your value differences?

   E. In what different ways might the group resolve such conflicts?

THE TRIPLE-A WAY: AWARENESS, ANALYSIS, ACTION

How do you resolve a group conflict?

When people work together in groups, many different kinds of problems can come up. It is usually easier to solve these problems when you approach them with a general method. The Triple-A Way is one method that you can use.

The Triple-A Way has three steps: 1) awareness; 2) analysis; and, 3) action. Before you can resolve a group conflict, you must have an awareness of what's happening. Is something wrong? What is the problem? Once you are aware of the conflict, you can begin to make an analysis of it. What caused the conflict? What are some different ways that the conflict might be resolved? Having figured out some possible solutions to the problem, you are then ready to put your ideas into action. Try the solution that seems best. If that doesn't work try another solution. Group conflicts are not always resolved quickly. Sometimes many different solutions will have to be tried before a conflict is truly resolved.

When you use a method like the Triple-A Way, it is important to use not only your thoughts but also your feelings. Be intelligent and sensitive. All the logical thinking in the world won't necessarily resolve a personality conflict between two group members. At the same time, being sensitive will carry you only so far toward making an important decision. What you think and what you feel are both very important when you are trying to resolve group conflicts.

Next is a closer look at the three steps of the Triple-A Way.

Awareness

The first step of the Triple-A Way is awareness. If you are always aware of what's happening in your group, you will be able to recognize group conflicts as soon as they begin to come up. This will give you a chance to deal with such problems before they get too big to handle.

Being aware of a group conflict, however, means more than just recognizing that something is wrong. It means that, as a group member, you realize that every group conflict in some way belongs to you. The group's problem is your problem. If you are willing to "own" a group conflict this way, you will have stronger reasons for working with others to resolve the conflict once and for all.

Once you have recognized a problem and made it your own business, you should try to figure out what kinds of values the conflict involves. Remember that every group member has a different set of interests and beliefs. Such individual differences are usually at work when a group finds itself in conflict. To develop your awareness of the problem, you should sit down with the others and talk about the different interests and beliefs which may be involved.

Analysis

The second step of the Triple-A Way is analysis. Once you are fully aware of a group conflict, you are ready to analyze it. Why did the problem come up? What caused it? You may recall that there are at least five different causes of group conflict:

1. The job the group is trying to do ("This job is impossible.")

2. The way people's personalities fit together ("He's a real pain in the neck.")
3. The way the group is set up ("I'm sorry. Rules are rules.")
4. Personal problems ("I can't do anything right.")
5. Conditions in society ("Why are you so prejudiced?")

When you have figured out the cause of the problem, you are ready to begin thinking about possible solutions. For example, if the conflict is being caused by the group's job, you can discuss how the group might change the job or change the way you have been trying to do it.

While you discuss ways to solve the problem, you should think about your resources. What resources will the group need to resolve the conflict? Do you have all those resources now? Can you get the resources that you don't have now? Not all the solutions that group members suggest will be possible. The group is limited by the number of resources it can use.

Any analysis of the problem should also include some thought about the future. What will happen later if we solve the problem this way? What will happen later if we solve the problem that way? What you decide to do now will affect how the group will act in the future. Don't be short-sighted. Think ahead.

Action

The third step of the Triple-A Way is action. After you have worked out a number of possible solutions to a problem, you should decide which one seems best. The solution you pick should: a) resolve the conflict; b) help the group stay together; c) help the group do its job well; d) put the group one step closer toward what it is trying to do; and e) help each group member grow in some way.

Before you put the best possible solution into action, you should decide exactly what must be done. Then you should divide up this work among the members so that each person in the group can use his or her own resources to help resolve the conflict.

Having put your plan into action, you should keep a careful eye on the situation. Make sure that the solution you picked was, in fact, the best one. Make sure that the conflict is really resolved. Sometimes a group starts new conflicts while trying to resolve the old ones. If any new problems begin to come up, try to change the solution you picked or switch to another solution. Keep working on the situation until everything is back in order again.

III-7

RESOLVING GROUP CONFLICTS THE TRIPLE-A WAY

Think back to the group conflict that came up while you were trying to decide what to do with that unexpected thousand dollars. Put yourselves back into that situation. Review what each person did and said before. Then use the Triple-A Way to resolve the conflict and reach a decision that will please everyone. As you do this, answer the following sets of questions on another sheet of paper.

AWARENESS

1. What is the main conflict?
2. What different kinds of values are involved?
3. Is each member of group willing to "own" the conflict?
4. How well is each group member able to explain his or her interests and beliefs in this matter?

ANALYSIS

5. What caused the conflict? The job that the group is trying to do? How people's personalities fit together? The way the group is set up? Personal problems of group members? Conditions in society? Something else? Explain whatever answer or answers you give.
6. What are three different ways the conflict might be resolved? For each one, tell what might happen in the future if you choose to resolve the conflict that way now.
7. What resources do you need to resolve the conflict?
8. Does the group need any resources that it doesn't already have? If so, what are they? How might the group get such resources?

ACTION

9. What is the best way to resolve the conflict?
10. Exactly what must be done to resolve the conflict that way? What should each group member do?
11. What ideas or plans had to be changed to resolve the conflict?

III-8

WHAT DID YOU LEARN?

Whenever people work together in groups, conflicts are likely to come up. In this module, you have been studying such conflicts and ways to resolve them. Now try to answer the following questions. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. List five kinds of conflicts that might come up in a group.
2. Pick one of the conflicts you listed. Write a paragraph describing some of the different things which could have caused it.
3. Pick another one of the conflicts you listed. Give an example of how it could keep a group from staying together and getting its work done.
4. Pick another one of the conflicts you listed. Give an example of how someone's values might have to be explained before that conflict could be resolved.
5. In three sentences, describe the Triple-A Way of resolving conflicts.
6. Pick another one of the conflicts you listed. Give an example of how you could use the Triple-A Way to resolve it.

HOW DID YOU DO?

Answer each question carefully. For questions 3-5, use the space on page 2.

1. How well can you help resolve conflicts that come up in a group? Below are seven skills that people need to settle their differences and get their work done. Circle the phrase that best describes how well you can do each one.

   - Knowing the different kinds of conflicts and causes of conflict among group members.

     very well   well   poor   very poorly

   - Knowing your own strengths and weaknesses when it's time to resolve a group conflict.

     very well   well   poor   very poorly

   - Knowing the strengths and weaknesses of the other group members when it's time to resolve a conflict.

     very well   well   poor   very poorly

   - Explaining what you believe or what others believe in order to resolve group conflicts

     very well   well   poor   very poorly

   - Expressing yourself honestly and openly while dealing with group conflicts.

     very well   well   poor   very poorly

   - Figuring out the best way to resolve conflicts among group members

     very well   well   poor   very poorly

2. How well did you work in the group? (Circle one)

   very well   well   poor   very poorly

3. What were you best at in resolving conflicts?

4. What did you have the most trouble with?

5. Think of a conflict that you have had recently either in your group or outside your group. What kind of conflict was it? What caused it? What did you do to try and resolve it? Was the conflict ever resolved? Why or why not? What would you do if the conflict came up again?

III-10

HOW DID THE GROUP DO?

Answer each question carefully. For questions 3 and 4, use the space on the back of this sheet.

1. On the chart below are seven skills which people need to resolve group conflicts. On the left side of the chart, write the name of each member of your group, including yourself. Then tell how well he or she is able to resolve group conflicts. Under each skill, write very well, well, poorly, or very poorly.

STUDENT NAME	RECOGNIZES CONFLICTS AND THEIR CAUSES	KNOWS OWN STRENGTHS AND WEAKNESSES IN RESOLVING CONFLICTS	KNOWS STRENGTHS AND WEAKNESSES OF OTHERS IN RESOLVING CONFLICTS	EXPLAINS VALUES TO RESOLVE CONFLICTS	IS OPEN AND HONEST IN RESOLVING CONFLICTS	FIGURES OUT BEST WAY TO RESOLVE CONFLICTS	KNOWS WHEN IDEAS OR PLANS MUST CHANGE
1.							
2.							
3.							
4.							
5.							
6.							

2. How well did the group work together? (Circle one)

   very well well poorly very poorly

3. Describe three conflicts that came up while the group was working together. How well did the group resolve each of those conflicts? Explain your answers.

4. How can the group improve the way it resolves conflicts?

MODULE IV. PLANNING

IV-1 Planning

IV-2 Let's Go To A Movie

IV-3 The First Step in Good Planning

IV-4 The Second Step in Good Planning

IV-5 The Third Step in Good Planning

IV-6 The Fourth Step in Good Planning

IV-7 The Fifth Step in Good Planning

IV-8 The Sixth Step in Good Planning

IV-9 The Seventh and Eighth Steps in Good Planning

IV-10 What Did You Learn?

IV-11 How Did You Do?

IV-12 How Did The Group Do?

PLANNING

To plan is to figure out exactly what you will have to do to get the things you want. In this module, you will be studying planning and the ways it can help you and your group. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. What are three things you do that call for some kind of planning?
2. Pick one of the things you just listed. How do you go about planning that? What do you do first? What do you do next? Then what?
3. What are three things your family has planned together?
4. Pick one of the three things you just listed. How did your family go about planning that?
5. Are you a good planner? Explain your answer.
6. What are some things people should do when planning anything?

IV-2

LET'S GO TO A MOVIE

BIJOU *Held over!* The Monster from Mars. *Starring John Rains, Sylvia Stuart, and Little Shirley Lee. Shows at 2, 4, 6, 8, 10. 25th & Broadway*

CASTLE You and Me. *The greatest love story ever told! Starring Ray Kowalski and Sylvia Stuart. Shows at 2:30, 4, 5:30, 7, 8:30, 10. 12th & Broadway*

ORCHARD The Day Vincent Vanished. *Mystery and intrigue with Priscilla Thompson and Frank Eastwood. Shows at 5:45, 7:30, 8:45. 13th & Broadway*

RITZ *Premiere showing! A laugh a minute!* The Carrot Farm. *Starring Henry Finn and Little Shirley Lee. Shows at 6, 8, 10. 39th & Broadway*

ROXIE Monsieur Marvel et Le Monde. *With Claude Deneuve and Jacques St. Jacques. English subtitles. Shows at 5:40, 7:10, 8:50. 17th & Broadway*

SURF The Mystery of the Shipwrecked Ship. *A baffling whodunnit with Alice Anderson, Horace Morris, and Gustav Vanderbeck. Shows at 3:30, 5, 6:30, 8, 9:30. 44th & Broadway*

Get ready to plan a trip to the movies. As a group, you will have 25 minutes to work out a plan that will suit everyone. Some questions you should try to answer are: Which movie should we see? What resources do we need? How can we share the resources we have? How will we each get to the theater? How will we each get home?

Before you begin this activity, each group member will receive a special set of facts that will affect the way that he or she must contribute to the plan. You will have 5 minutes to review the facts that you receive. Do not show your fact sheet to anyone else in the group.

THINGS TO CONSIDER

1. Your school is located at Oak and Broadway. 1st Avenue is one block away. 2nd Avenue is 2 blocks away, 3rd Avenue is 3 blocks away, and so on. It is now 12:00 noon. The group will be in school until 3:00.
2. If you go by car, allow 10 minutes for finding a parking place. Add 1/2 minute for each block you must travel.
3. If you go by bus, allow 15 minutes for waiting at the bus stop. Add 1 minute for each block you must travel. Bus fare one way is 50¢.
4. If you walk, allow 3 minutes for each block you must travel.
5. The price of admission at the Bijou is $1.00. At the Roxie, it is $3.00. At the other four theaters, it is $2.00.

PLAN WITH THESE FACTS IN MIND

You work after school in a store at 10th & Broadway. You finish work at 5:00. You don't have a car. You have heard that The Carrot Farm is really good. You would rather not see a monster movie. You live at 66th & Broadway. You have to be home by 10:30. Your cash on hand: $4.00.

PLAN WITH THESE FACTS IN MIND

Your favorite actress is Sylvia Stuart. You've seen the movie You and Me three times and can't wait to see it again. You have to be home by 8:30. You live at 40th & Broadway. You don't have a car. Your cash on hand: $6.00.

PLAN WITH THESE FACTS IN MIND

You have a sports car. It will seat one person besides yourself. You have to be home by 10:30. You live near school. You have already seen The Carrot Farm and would rather not see it again. Your cash on hand: 75¢.

PLAN WITH THESE FACTS IN MIND

You work after school in a drugstore at 55th and Broadway. You finish work at 4:45. You don't have a car. You like all kinds of movies, but you can't stand Little Shirley Lee. You have to be home by 10:00. You live near school. Your cash on hand: $2.00.

PLAN WITH THESE FACTS IN MIND

You have a car. But there are two problems. First, your brother has borrowed it and won't have it back to school until 5:15. Second, the car is almost out of gas. There is a gas station at 17th & Broadway. In addition to the time it will take you to get there, allow 5 minutes for filling up the tank. You speak French. You have to be home by 9:30. You live at 70th & Broadway. Your cash on hand: (after deducting gas money) $3.50.

PLAN WITH THESE FACTS IN MIND

You love monster movies. You also love mysteries. Your sister saw The Carrot Farm and said it was awful. Your brother saw You and Me and said it was one of the worst movies he had ever seen. You have to be home by 10:00. You live near school. Your cash on hand: $7.00.

THE FIRST STEP IN GOOD PLANNING

1. UNDERSTAND THE JOB THAT HAS TO BE DONE.

There are eight steps in good planning. First, you should try to understand the job that must be done. You can do this by answering such questions as:

1. WHAT is the job?
2. WHY should we do it? Is there any special reason for doing the job that will affect our planning?
3. WHO should do the job? Some of us? All of us? Will it involve anyone outside the group?
4. WHEN should the job be done? Is there a special time limit?
5. WHERE should the job be done? Is there a special place?

Once the group understands the job, it should decide whether or not this is what everyone really wants to do. If everyone agrees that the job should be done, you are ready to move ahead to the next step in the planning process.

If everyone doesn't agree, however, you will have to stop and think about the job some more. Should we change the job? If so, how? Should we change the way we are thinking about the job? Should we try a different job instead? Should we do the job even though one or two group members would rather do something else? When everyone in the group has understood the job and has reached an agreement about it, move ahead to the next step.

An Activity

Pick a job that the group will enjoy planning. It might be something that you will actually try to do later. Or, it might be something that you only imagine yourselves doing someday. Make sure the job you pick interests everyone in the group because you will be using this same job for the next few planning activities.

As a group, you might choose to make something, build something, start something, end something, go somewhere, leave somewhere, or anything else--as long as it calls for some kind of group planning. A brainstorming session might help you come up with some good ideas. When you have finally picked a job, talk it over. Make sure that everyone understands what has to be done. On a separate sheet of paper, write down the group's answers to the following five questions:

1. What is the job?
2. Why should it be done?
3. Who will do it?
4. When should it be done?
5. Where should it be done?

Do not move ahead to the next step in good planning until everyone in the group has understood and agreed upon the job. You may have to change the job or change the way you are thinking about it before everyone is happy with the way the group has answered the five questions above.

THE SECOND STEP IN GOOD PLANNING

1. *Understand the job that has to be done.*
2. KNOW WHAT RESOURCES YOU WILL BE ABLE TO USE.

Once you understand the job that has to be done, you should begin thinking about the resources you will be able to use. What skills, experiences, equipment, supplies, money, and time can the group use to do the job it is planning? The group will know its resources when it has found the answers to questions like these:

1. What are the special SKILLS of group members that will help get the job done? Remember that every member of the group is a resource of some kind. Think about the ways in which the different skills of the members can be used and combined to do the job you are planning.
2. What are the EXPERIENCES of group members that will help get the job done? Has anyone in the group ever done this kind of a job before? Building on past experiences is an important resource for group tasks.
3. What EQUIPMENT, SUPPLIES, AND MONEY can the group use? These are important things to think about. Groups are often limited by the number of materials they have available.
4. How much TIME does the group have to do its job? Time is one of the most important resources. Can the job be done in the time you have been given?

An Activity

Think about the job your group has chosen to plan. On a separate sheet of paper, write down the group's answers to the four questions above. Then move ahead to the next step in good planning.

THE THIRD STEP IN GOOD PLANNING

1. *Understand the job that has to be done.*
2. *Know what resources you will be able to use.*
3. THINK ABOUT THE PROBLEMS THAT LIE AHEAD.

The third step in good planning is to think about the problems that lie ahead. If you think about such problems ahead of time, you will have a better chance of solving them when they come up. In answering questions like the ones below, the group should decide how possible problems might affect the job that is to be done. You should also discuss some ways of solving such problems.

1. Is there anything about the $\boxed{\text{JOB}}$ itself that will make it hard for us to do?
2. Is there anything about the $\boxed{\text{GROUP}}$ that will make it hard for us to work together?
3. Is there anything about the whole $\boxed{\text{SITUATION}}$ that will make the job hard to do? For example, do we have to do the job in a hurry? Do we have to do it in a work-space that is too small for us?
4. What $\boxed{\text{UNEXPECTED PROBLEMS}}$ might come up?

An Activity

Think about the job your group has chosen to plan. On a separate sheet of paper, write down the group's answers to the four questions above. Then move ahead to the next step in good planning.

THE FOURTH STEP IN GOOD PLANNING

1. *Understand the job that has to be done.*
2. *Know what resources you will be able to use.*
3. *Think about the problems that lie ahead.*
4. THINK ABOUT DIFFERENT WAYS TO DO THE JOB.

During the first three steps in good planning, your group wrote down information about the job it is going to do. Now it is time to think up some different ways to use that information. How might the job be done? Here are two steps which might help you get ideas:

1. Get suggestions from ALL group members. Do not judge any idea as "good or "bad" now.
2. Try brainstorming ideas. Have someone write all the ideas down so you can use them later.

An Activity

Think about the job your group has chosen to plan. Brainstorm ideas for different ways to do the job. Get suggestions from all group members. On a separate sheet of paper. write down the group's ideas. Do not judge these ideas as "good" or "bad" now. Move ahead to the next step in good planning.

THE FIFTH STEP IN GOOD PLANNING

1. *Understand the job that has to be done.*
2. *Know what resources you will be able to use.*
3. *Think about the problems that lie ahead.*
4. *Think about different ways to do the job.*
5. STUDY THESE DIFFERENT WAYS.

Now it is time to think back to the decisions you have made so far. Remember what you have decided about the job itself, the resources you might use, and the problems that might get in your way. Use these decisions to help you study and judge the ideas from your brainstorming session. Find the answers to such questions as:

1. Which ideas best match the kind of job we have to do? Which ideas best match the situation, time, and place in which we must do this job?
2. Which ideas make the best use of our resources? Which ideas use our resources most efficiently and with least waste?
3. Which ideas avoid the most problems?

An Activity

Think about the job your group has chosen to do. On a separate sheet of paper, write down the group's answers to the questions above. Then move ahead to the next step in good planning.

THE SIXTH STEP IN GOOD PLANNING

1. *Understand the job that has to be done.*
2. *Know what resources you will be able to use.*
3. *Think about the problems that lie ahead.*
4. *Think about different ways to do the job.*
5. *Study these different ways.*
6. CHOOSE THE BEST PLAN OF ACTION.

In the last step, you studied different ways to do the job and picked the ideas that seemed good. Now it is time to decide which one of those ideas seems best for the kind of job you are planning, the resources you have, and the problems that might come up. If none of the ideas you have named so far looks as though it will work well, you might want to try one of three things:

1. Combine two or more ways of doing the job.
2. Brainstorm new ways to do the job.
3. Go back to the first step and think again about the job itself.

An Activity

Think about the job your group has chosen to plan. Work together to choose the best plan of action. On a separate sheet of paper, write a paragraph describing this plan. Write another paragraph telling why it seems to be the best way to do the job. Then move ahead to the next step.

THE SEVENTH AND EIGHTH STEPS IN GOOD PLANNING

1. *Understand the job that has to be done.*
2. *Know what resources you will be able to use.*
3. *Think about the problems that lie ahead.*
4. *Think about different ways to do the job.*
5. *Study these different ways.*
6. *Choose the best plan of action.*
7. WORK OUT THE DETAILS OF YOUR PLAN
8. STOP AND THINK ABOUT HOW WELL YOU HAVE DONE THE FIRST SEVEN STEPS.

Having chosen the best plan of action, your group must now agree on the details and the exact steps you will follow. As a group, you need to answer such questions as:

1. What exactly should be done?
2. Who will do what? How will each group member help?
3. Where and when will the work be done?
4. How will it be done? What steps will be followed?

An Activity

Think about the job your group has chosen to plan. On a separate sheet of paper, write down the group's answers to the four questions above. Then stop and discuss how well you have done the first seven steps in good planning. After the discussion, each group member should write a paragraph telling why the final plan probably will or probably won't work.

WHAT DID YOU LEARN?

In this module, you have been studying planning and the ways it can help you and your group get things done. Now try to answer the following questions. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. What does the term planning mean to you?
2. A group that plans well works well. Tell why you agree or disagree with this statement.
3. What are some steps in good planning?
4. What if none of the ideas or plans you have come up with seem to fit the job you must do? What are three things you might try?
5. Think about a job that you or your family will be planning soon. Using what you have learned in this module, describe how you would go about planning that job.
6. Are you a better planner now then you were before you studied the module? Explain your answer.

HOW DID YOU DO?

Answer each question carefully. For questions 3-5, use the space on page 2

1. How well can you plan? Below are eight skills that people need to plan the work they must do. Circle the phase that describes how well you can do each one.

   - Understanding the job that has to be done.

     very well   well   poorly   very poorly

   - Knowing what resources you will be able to use.

     very well   well   poorly   very poorly

   - Thinking about the problems that lie ahead.

     very well   well   poorly   very poorly

   - Thinking about different ways to do the job.

     very well   well   poorly   very poorly

   - Studying these different ways.

     very well   well   poorly   very poorly

   - Choosing the best plan of action.

     very well   well   poorly   very poorly

   - Working out the details of your plan.

     very well   well   poorly   very poorly

   - Stopping and thinking about how well you have done the first seven steps.

     very well   well   poorly   very poorly

2. How well did you work in the group? (Circle one)

   very well   well   poorly   very poorly

3. What were you best at while the group was planning its job?

4. What did you have the most trouble with?

5. How can you become a better planner?

IV-12

HOW DID THE GROUP DO?

Answer each question carefully. For questions 3-5, use the back of this sheet.

1. On the chart below are eight skills which people need to plan well. On the left side of the chart, write the name of each group member, including yourself. Then tell how well he or she is able to plan. Under each skill, write very well, well, poorly, or very poorly.

STUDENT NAME	UNDERSTANDS THE JOB	KNOWS WHAT RESOURCES CAN BE USED	THINKS ABOUT POSSIBLE PROBLEMS	THINKS ABOUT DIFFERENT WAYS TO DO THE JOB	STUDIES THOSE DIFFERENT WAYS	CHOOSES THE BEST PLAN OF ACTION	WORKS OUT THE DETAILS OF THE PLAN	IS A GOOD JUDGE OF OWN PLANNING
1.								
2.								
3.								
4.								
5.								
6.								

2. How well did the group work together? (Circle one)

   very well well poorly very poorly

3. Did the group choose a good job to plan? Explain your answer.

4. In what ways was the group able to plan its job well?

5. In what areas of planning does the group need improvement? Why do you say so?

MODULE V. EVALUATING

V-1 Evaluating

V-2 The Job Interview

V-3 Building the Eiffel Tower

V-4 The First Step in Evaluation

V-5 The Second Step in Evaluation

V-6 The Third Step in Evaluation

V-7 The Fourth Step in Evaluation

V-8 The Fifth Step in Evaluation

V-9 What Did You Learn?

V-10 How Did You Do?

V-11 How Did the Group Do?

EVALUATING

This idea is fantastic. That idea is o.k. The other ideas are awful. This plan is perfect. That plan will have to be changed. The other plans will never work. Any time you are deciding what something is worth you are evaluating it.

In this module, you will be studying evaluation and the ways it can help you and your group. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. You evaluate many things each day. List three things you have evaluated--for example, a book, a television show, something that somebody said, something that happened. For each thing you name, tell what you decided about its value or worth. Write another sentence or two telling why you evaluated it that way.

2. You evaluate yourself many times throughout your life. List three things that you do well. List three areas in which you need improvement.

3. What can you learn from evaluating yourself?

4. Is it important for a group to evaluate itself and the work it has done? Give a reason for your answer.

THE JOB INTERVIEW

HELP WANTED

SALES PERSON. Must be reliable, trustworthy, friendly, able to deal with all kinds of people. Previous sales exp. helpful, but not nec. Part-time wkday aft. & Sat. Prefer student. 821-4621.

A few blocks from school, there is a small dimestore where everything from airplane models to stuffed zebras are sold. The owner has been looking for someone to help run the store from 3:30 PM to 5:30 PM weekdays and from 10:00 AM to 5:00 PM Saturdays. The person who gets the job will have the responsibility of watching the store, dealing with customers, and working the cash register. Since shoplifting has been a big problem in the store, the person who is hired must also share the responsibility of preventing thefts.

Three Things To Do

1. Your teacher will give three people in your group Secret Instructions for a role play. One person will play the part of the dimestore owner. The other two will play the parts of two people who have applied for the job. Those who receive parts should study their Secret Instructions carefully and try to put themselves in the role of the persons they will play. Those who do not receive parts will be the evaluators. They should watch carefully as the play takes place and make notes about what happened. The play has a 15 minute time limit. At the end of the play, the evaluators will be asked to evaluate what happened.
2. The people who were the evaluators will receive Secret Instructions for another version of this role play. The people who were the players will become the evaluators. The play again has a 15 minute time limit. At the end of the play, the evaluators will be asked to evaluate what happened.
3. As a group, evaluate the two role plays. Compare and contrast what happened. Who got the job? Did that person most deserve the job? How did the owner reach a decision about who to hire?

FOR THE FIRST VERSION OF THE ROLE PLAY

SECRET INSTRUCTIONS

YOU ARE THE OWNER. Display a sign showing who you are. At the beginning of the role play, explain that you have interviewed several people for this job. You have narrowed your choice down to the two people in front of you now. You would like one of them to begin working immediately--tomorrow afternoon, if possible. Tell them both that they seem like good candidates for the job. Ask No. 2 how his or her parents are doing. (They are your best friends). Don't tell the applicants that you have already decided to hire No. 2 as a favor to his or her parents.

During the interview, ask the applicants to explain why each believes that he or she is best suited for the job. Pretend to listen openly to both. Ask whatever questions seem necessary. Politely point out whatever faults you can find out in what No. 1 says. Make whatever excuses you can for No. 2. At the end of the play, tell them that you have decided to hire No. 2. Don't explain your real reason for doing this. Say only that No. 2 seems the best qualified for the job.

SECRET INSTRUCTIONS

YOU ARE APPLICANT NO. 1. Display a sign showing who you are. You have worked before as a sales person in a department store. You had the job last summer. The man for whom you worked has given you an excellent rating. During that job, you gained all the experience you need to work at the dimestore. You have proven that you are reliable, trustworthy, friendly, and able to deal with all kinds of people. You also have cash register experience from a restaurant job. You can begin work immediately. You have no problem with the 3:30 PM to 5:30 PM weekday hours. However, you have piano lessons on Saturday mornings from 9:00 AM to 10:00 AM. This means you wouldn't be able to begin work on Saturdays until about 10:15 AM.

SECRET INSTRUCTIONS

YOU ARE APPLICANT NO. 2. Display a sign showing who you are. You have never had a job before. (You're not all that sure that you want a job now.) Your parents are good friends with the owner. Subtly reminding the owner of this during the interview will work in your favor. You cannot begin work until a week from tomorrow. You got in trouble at school and have to stay after for at least an hour each afternoon this week. Otherwise, you have no problems with the 3:30 PM to 5:30 PM weekday hours or the 10:00 AM to 5:00 PM Saturday hours.

FOR THE SECOND VERSION OF THE ROLE PLAY

SECRET INSTRUCTIONS

YOU ARE THE OWNER. Display a sign showing who you are. At the beginning of the role play, explain that you have interviewed several people for the job and have narrowed your choice down to the two people in front of you now During the interview, try to find out which one seems best qualified for the job. Ask whatever questions seem necessary. Don't worry about making your final decision during the next 15 minutes. You have plenty of time to decide later.

One of your main concerns is that the new worker be trustworthy. He or she will be handling a lot of merchandise as well as working the cash register and helping guard against thefts. While checking the job records of applicants, you found out that No. 1 received only a fair rating from a department store sales job last summer. You called the store and talked to the boss who explained that No. 1 was suspected of stealing merchandise, although it was never proven. Find out more about this.

Another concern is that the new worker be good with numbers. He or she will be working the cash register, handling money, and making change. While checking job records, you found out that No. 2 received only a fair rating from a job last summer working in a bank. You called the bank and talked to the boss who explained that No. 2 was terrible with numbers and was always making mistakes. Find out more about this.

SECRET INSTRUCTIONS

YOU ARE APPLICANT NO. 1. Display a sign showing who you are. You worked last summer as a sales person in a department store. At the time, there were a lot of thefts. The boss suspected someone on the staff and, since you were the newest worker, he mainly suspected you. You deserve much higher than the fair rating he gave you. You were good at your job and others who worked with you can back you up. During your sales job, you gained all the experience you need to do the dimestore job. You have never worked a cash register before, but are very good when it comes to numbers. You have straight A's in math.

SECRET INSTRUCTIONS

YOU ARE APPLICANT NO. 2. Display a sign showing who you are. You have never worked as a sales person before. However, you did work in a bank last summer where you handled bonds and coupons worth thousands of dollars. That job showed that you are very trustworthy and dependable. However, you are terrible at math. You received only a fair rating from the job because you made so many mistakes in addition and substraction. You get low grades in math at school.

V-3

BUILDING THE EIFFEL TOWER

"Where is everybody?" asked Mary Lou, looking around at the empty gym.

"I don't know," said Henry, scratching his head. "Maybe they forgot."

"But they can't forget," said Mary Lou. "Tonight's the night."

Mary Lou and Henry were in charge of the Eiffel Tower Committee. They were supposed to meet the other four members of the committee at 9:00 AM Saturday and begin building a fifteen foot high Eiffel Tower in the middle of the school gym. The Eiffel Tower Committee was part of the Decorations Committee. The Decorations Committee was part of the Dance Committee. The theme of this year's dance was Paris In Springtime.

"What'll we do?" asked Mary Lou, helplessly.

"Let's have breakfast," said Henry, and he opened a box of doughnuts.

At 9:30 AM, Winston walked into the gym. He found Mary Lou and Henry sitting on the floor next to an empty doughnut box.

"Where have you been?" asked Mary Lou, excitedly.

"What do you mean?" said Winston angrily. "Where have you been? We were supposed to meet at the front door. Everyone else is waiting there."

"I thought we were supposed to meet here," said Mary Lou.

"At least they didn't forget," said Henry.

By 9:45 AM, Mary Lou and Henry were standing in a circle with Winston, Gloria, Jose, and Cecilia. They were arguing about where they were supposed to have met. The argument might have lasted forever if Gloria hadn't suddenly reminded everyone of their reason for being here. "If we don't get started pretty soon," she warned, "there won't be an Eiffel Tower in Paris tonight."

At 10:00 AM, Winston, Gloria, Jose, and Cecilia left for the railroad yard to pick up the lumber that had been ordered for the tower. Cecilia had a driver's license and had borrowed her brother's truck to carry the big pieces of lumber. Back in the gym, Mary Lou and Henry were beginning to talk about how they would decorate the area around the bottom of the tower.

"How about some green grass and a couple of trees?" said Mary Lou.

"We don't have time to make trees," said Henry. "How about some flowers?"

"But we have all that green paper," said Mary Lou. "Remember?"

"How about some bushes?" said Henry. "Some small ones."

As they tried to figure out what they would do, Mary Lou and Henry walked to the school tool shed, unlocked the door, and picked up the hammers, saws, nails, paint, and other things they would be needing later. They made several trips back and forth. By the time they were through, there was a big pile of stuff on the floor in the middle of the gym.

"Uh-oh," said Mary Lou. "We can't leave all this stuff here."

"Why not?" said Henry.

"Because this is where the tower is supposed to go. Remember?"

At 11:30 AM, Cecilia and the others returned with the lumber. They parked the truck in the school parking lot, about 100 yards from the gym. It took two people to carry each big plank so Cecilia and Winston and Jose and Gloria teamed up. After a while, Henry came out to help. He tried to carry one of the pieces by himself, but found that the other end was digging up the grass as he dragged it along the school lawn to the gym. Gloria suggested that he wait and help when one of the others was tired.

"Let me know when you need me," said Henry. Then he began to realize that he was thirsty and left to find a soft drink machine. He found one at a gas station about a block away. As he drank the soft drink, he began to realize that he was hungry and left to find a hamburger.

Back in the gym, Mary Lou was making a tree. Winston and Jose were sawing the planks that they would use to build the tower. Cecilia was studying the blueprint that showed how to assemble the pieces. Gloria was rummaging through the pile of stuff on the floor trying to find the tools they would need.

"Where are the nails?" she asked.

"They're in your hand," said Mary Lou, pointing to the jar that Gloria was holding.

"These?" said Gloria, shaking the jar. "There's only about ten nails in here," she cried. "We can't build the Eiffel Tower with ten nails."

"There are some more in the tool shed," said Mary Lou.

When Gloria arrived at the tool shed, she discovered that the door was locked. Then she remembered that Mary Lou had the key. When she arrived back at the gym, however, Mary Lou was gone.

"Where did she go?" asked Gloria.

"She went to pick up some blinking lights at the hardware store," said Jose.

"Blinking lights?" said Gloria, dumbfounded.

"They're for the top of the tower," explained Cecilia.

"When will she be back?" asked Gloria.

"She didn't say," said Winston.

At 1:30 PM, Mary Lou returned with a box of blinking lights and a bag of hamburgers for everyone. "I bet you're all starving," she said.

"We just got through eating," they said.

"Where's Henry?"

No one knew.

By 4:30 PM, the frame of the tower was up. It looked more like the Leaning Tower of Pisa than the Eiffel Tower of Paris, but the group realized that they no longer had time to be fussy. They were more than three hours behind schedule. "A crooked tower is better than no tower," said Jose, and the others reluctantly agreed. "We have to do the best with what we've got," said Gloria.

By 4:45 PM, Mary Lou's tree was down. It had fallen apart twice and everyone agreed that it wasn't worth putting back together again. Now Mary Lou had given up on trees and was trying to make some bushes--some small ones. Nearby Cecilia and Jose were building a fence around the bottom of the tower. No one knew yet where Henry was. They were all mad at him. "All he ever thinks about is food," said Winston angrily.

Other members of the Decorations Committee had arrived and were putting up other decorations around the gym. Each time someone new arrived, he or she looked at the tower and said: "What is that thing?" Such remarks were supposed to be funny, but no one on the Eiffel Tower Committee laughed.

At 6:30 PM, Winston nailed the last criss-cross piece at the top of the tower. "It's finished," he announced. "But we'll never have time to paint it."

"We have to paint it," said Gloria. "It looks ugly the way it is."

"It's all Henry's fault," said Mary Lou.

The group gathered together and brainstormed ideas about what to do with the unpainted tower and the gallons of silver paint they had bought. Someone suggested that they use the silver paint on the fence. Someone else suggested that they use balloons on the tower. "If we put balloons all over it," said Cecilia, "it will at least have some color."

At 7:00 PM, one hour before the dance was to begin, Cecilia hopped in her brother's truck and drove off to find some balloons. Back in the gym, Winston was hanging the blinking lights around the top of the tower. Gloria was painting the fence silver. Jose was helping Mary Lou make bushes. The busy workers kept one eye on what they were doing and one eye on the clock. "This is awful," said Jose. "I'll never be on another decorations committee as long as I live," said Mary Lou.

At 7:15 PM, Gloria splattered silver paint on Winston's new shoes. Jose thought it was hilarious. Winston got mad and stormed out of the gym for a while. Meanwhile, Henry walked in.

"Where have you been, Henry?" they asked angrily.

"I fell asleep in the park," he confessed.

When no one would talk to him, Henry took a candy bar out of his pocket and sat down and ate it and looked at the tower for a long time. "It's crooked," he told the others, but they weren't listening. "I thought we were going to paint it silver," he said, but they still weren't listening. "Is there anything I can do to help?" he asked sheepishly.

"You can start blowing up balloons," said Cecilia, who had just run in with a brown paper bag in her hand.

While Henry blew the balloons up, Cecilia scotch-taped them to the tower. "Faster, Henry," she cried. "I'm going as fast as I can," he said, dizzily. When the lights were up, Winston began helping with the balloons. When the fence was painted, Gloria began helping, too. Balloon by balloon, the tower began to have a new shape and new colors.

"It's not bad," said Jose, afterwards.

"It doesn't look like the Eiffel Tower," said Henry.

"So what," said Mary Lou. "At least it's finished."

The group was just starting to clean up the mess they had made as people began to arrive for the dance. "How embarrassing," said Mary Lou, as she raced past a crowd of dressed-up onlookers with her arms full of old newspapers and tools and paint cans. "This is ridiculous," said Jose, as he and Winston worked their way through the crowd with the extra lumber they hadn't used. "The dance will be over by the time I get home, have dinner, get cleaned up, and get back here," cried Gloria, as she hung Wet Paint signs on the silver fence. "There must be a better way to do things like this," said Henry, as he watched balloons dropping here and there from the tower.

And, as the group left, the dance went on.

THE FIRST STEP IN EVALUATION

1. DECIDE WHAT SHOULD HAVE HAPPENED IN A SITUATION

There are five steps in evaluating a group and the work it has done. First, decide what should have happened in the situation you are studying. Form a picture in your mind of what would have taken place if the group had done its work well. Try to answer such questions as:

1. What job was the group trying to do?
2. What was the purpose of the job?
3. How should the job have been done?
4. Did the group have a good plan for doing the job?
5. Did the group members work well together?
6. Did each member of the group help get the job done?

An Activity

Think back to the story about the building of the Eiffel Tower. What should have happened in that situation? On a separate sheet of paper, write the group's answers to the questions above. Then move ahead to the next step in evaluation.

THE SECOND STEP IN EVALUATION

1. *Decide what should have happened in a situation.*
2. DECIDE WHAT DID HAPPEN IN THE SITUATION.

The second step in evaluation is to decide what did happen in the situation you are studying. In order to do this step well, your group must be aware of everything that happens when a group works together. Use your eyes and ears to notice what goes on and how people react. Try to answer such questions as:

1. Was the job finished?
2. Was the job finished on time?
3. Was the job finished properly, or were there mistakes in it? If there were mistakes, what were they? How much did those mistakes affect the success of the group's work?
4. Did everyone try to do the part of the job that he or she had been given? If not, who failed to do his or her part?
5. How did the group feel about its work? Was each person happy with his or her own work and with the work of the others? If not, who was unhappy, and about what?
6. Do the group's reactions to one another on this job suggest that they will want to work together again in the future? If not, what do their feelings suggest?

An Activity

Think back to the story about the Eiffel Tower. What happened? On a separate sheet of paper, write the group's answers to the questions above. Then move ahead to the next step in evaluation.

THE THIRD STEP IN EVALUATION

1. *Decide what should have happened in a situation*
2. *Decide what did happen in the situation.*
3. COMPARE AND CONTRAST WHAT SHOULD HAVE HAPPENED WITH WHAT DID HAPPEN.

The third step in evaluation is to notice ways in which what should have happened in a situation is like or unlike what did happen. In this step, you are comparing and contrasting the "mind pictures" you made in the first two steps.

When you are trying to notice likenesses and differences between what did happen and what should have happened, ask yourselves such questions as:

1. What things happened as they should have happened?
2. Did the group work together the way it should have?
3. What things about the job did not happen as they should have happened? Did the group finish its job, but in a way different from the way the group had planned? Did the job itself create problems that the group had not expected? Were there things in the situation or the environment that made problems which the group had not expected? What were the unexpected problems that came up?
4. Did the members of the group have unnecessary problems working together? If so, which members had problems and what were they?

An Activity

Think back to the story about the Eiffel Tower. Compare and contrast what should have happened with what did happen. On a separate sheet of paper, write the group's answers to the questions above. Then move ahead to the next step in evaluation.

THE FOURTH STEP IN EVALUATION

1. *Decide what should have happened in a situation.*
2. *Decide what did happen in the situation.*
3. *Compare and contrast what should have happened with what did happen.*
4. FIGURE OUT REASONS FOR THESE LIKENESSES AND DIFFERENCES.

The fourth step in evaluation is to figure out the reasons for the likenesses and differences between what should have happened and what did happen. Before you can decide how to solve problems and make your group work better in the future, you must understand why the problems happened in the first place. If possible, the whole group should reach an agreement about why the problems occurred.

When you are trying to figure out reasons for the likenesses and differences between what should have happened and what did happen, ask yourselves such questions as:

1. Some things happened as they should have happened. What did these things show about skills and strengths the group had in doing its job? In what cases did the group work out its conflicts well? In what cases did the group use good communications? What talents and resources did the group use well? What was good about the plan that the group made?

2. Some things did not happen as they should have happened. What weaknesses in the group did these things show? What personal needs, values and goals of group members might have caused these problems? How did those needs, values and goals differ from those of the whole group? Do you think your ideas about "what should have happened" were reasonable?

An Activity

Think back to the story about the Eiffel Tower. What are the reasons for the likenesses and differences between what should have happened and what did happen? On a separate sheet of paper, write the group's answers to the questions above. Then move ahead to the next step in evaluation.

THE FIFTH STEP IN EVALUATION

1. *Decide what should have happened in a situation.*
2. *Decide what did happen in the situation.*
3. *Compare and contrast what should have happened with what did happen.*
4. *Figure out reasons for these likenesses and differences.*
5. DECIDE WHAT TO DO TO MAKE THINGS BETTER IN THE FUTURE.

The fifth and last step in evaluation is to decide what to do to make things better in the future. This is the main reason for going through the evaluation process. The purpose of evaluating the group's work or your own is not to "grade" yourselves or to criticize one another, but to recognize problems so that you can solve them.

After the first four steps, you should know what things the group is not doing well. You should have tried to find out the reasons for these things. Now you need to figure out what the group should do to make its work better next time. When you are trying to decide what to do to make things better in the future, ask yourselves such questions as:

1. What things about the way the group works together should stay the same in the future?
2. What things about the way the group works together should be changed? How should the group change these things.

3. How can the group improve? How can the group communicate better? What group conflicts need to be worked out? How can the group make better use of its resources and equipment? How could the group plan better? What individual needs and goals should be put aside so that the group can work together? What individual needs should be given more attention?

An Activity

Think back to the story about the Eiffel Tower. What could that group do to make things better in the future? On a separate sheet of paper, write the group's answers to the questions above.

WHAT DID YOU LEARN?

In this module, you have been studying evaluation and the ways it can help you and your group. Now try to answer the following questions. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. What does the term evaluation mean to you?
2. What is the main purpose of evaluation?
3. What are five steps in evaluation?
4. Describe a job that you did recently in a group. Use the five steps in evaluation to judge the value or worth of the work you did.

V-10

HOW DID YOU DO?

Evaluate yourself by answering each question carefully. For questions 3-5, use the back of this sheet.

1. How well can you evaluate? Below are five skills people need to evaluate themselves and the work they have done. Circle the phrase that describes how well you do each one.

   - Deciding what should have happened in a situation.

     very well   well   poorly   very poorly

   - Deciding what did happen in a situation.

     very well   well   poorly   very poorly

   - Noticing ways in which what should have happened is like or unlike what did happen.

     very well   well   poorly   very poorly

   - Figuring out reasons for these likenesses and differences.

     very well   well   poorly   very poorly

   - Deciding what to do to make things better in the future.

     very well   well   poorly   very poorly

2. How well did you work in the group? (Circle one)

   very well   well   poorly   very poorly

3. What were you best at in evaluating your group's work?

4. What did you have the most trouble with?

5. How can you become a better evaluator?

V-11

HOW DID THE GROUP DO?

Evaluate the group by answering each question carefully. For questions 3 and 4, use the back of this sheet.

1. On the chart below are five skills which people need to evaluate themselves and the work they have done. On the left side of the chart, write the name of each group member, including yourself. Then tell how well he or she is able to evaluate. Under each skill, write very well, well, poorly, or very poorly.

STUDENT NAME	DECIDING WHAT SHOULD HAVE HAPPENED	DECIDING WHAT DID HAPPEN	NOTICING LIKENESSES AND DIFFERENCES	FIGURING OUT REASONS	DECIDING HOW TO IMPROVE
1.					
2.					
3.					
4.					
5.					
6.					

2. How well did the group work together? (Circle one)

very well well poorly very poorly

3. In what ways did the group work together well while evaluating its work?

4. In what areas of evaluation does the group need improvement? Why do you say so?

MODULE VI. SHARING LEADERSHIP

VI-1 Sharing Leadership
VI-2 Choosing a Leader
VI-3 Mural, Mural, On The Wall
VI-4 What Happened?
VI-5 Power and Manipulation
VI-6 The First Quality of Leadership
VI-7 The Second Quality of Leadership
VI-8 The Third Quality of Leadership
VI-9 The Fourth Quality of Leadership
VI-10 The Fifth Quality of Leadership
VI-11 Shared Leadership
VI-12 What Did You Learn?
VI-13 How Did You Do?
VI-14 How Did the Group Do?

SHARING LEADERSHIP

Any group, large or small, gives power to one or more of its members. Different people in the group may have power at different times and for different reasons. How power is given and used has a great deal to do with how successful a group will be. To stay together and do its work well, a group must work out ways to use the leadership skills of all its members and to make sure that the right members have power at the right times.

In this module, you will be studying the importance of recognizing leadership qualities in others and of recognizing and using leadership qualities in yourself. You will also be studying how power, used well or badly, can affect the members of a group. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. What does the term power mean to you?
2. Describe a group which you were in recently. Who was the leader? What qualities did the leader have? What kind of person was he or she?
3. How did that person become the leader?
4. Was that person a good leader? Why do you say so?
5. Who should choose the leader of a group? Why do you say so?
6. How should the leader of a group be chosen?
7. Should leaders change from time to time? Give a reason for your answer.

CHOOSING A LEADER

Your group is the Board of Directors of a small company called Great Ideas, Inc. The President of the company has just resigned and you now have the job of choosing someone to replace her. You should select one of the five people who are described next. Your decision is an important one, so think it over carefully. Keep in mind that all five of the possible choices are highly qualified. All have been with the company about the same amount of time and have about the same basic work experience. Any one of the five would make a good leader. But which one would make the best leader? You have 20 minutes to decide. Be ready to explain some reasons for your choice.

ALBERT

He is very well educated and feels at home in the academic world. He has a Ph.D. from a well-known Eastern college. His family is greatly respected in Boston. He has a wife but no children. He is a member of the Episcopal Church and, as a result, has friendships with some of the community's most influential members--people who could open the right doors for Great Ideas, Inc. He seems to be very good at organizing and has worked well in evaluating projects that Great Ideas has done.

However, many of the people who work in the company don't like him. He always eats lunch alone and some feel he is too independent and snobbish. But, even though he prefers working by himself and doesn't seem to want to share duties with others, being President might bring out his best qualities and make him very successful.

LINDA

She has a good education. She is open, honest, and easy to get along with. She listens to others well and makes them feel that their ideas are valuable. She is particularly good at suggesting different ways to get a job done. She has probably become so adaptable because of the many adjustments she has had to make in her own life. She was in a serious car crash when she was a teenager and, as a result of the accident, her face is badly scarred. Some people in the community believe that her physical appearance may have a bad effect on the way she represents the company in the community and business world.

MANUEL

He has a good education. He was hired when the Equal Employment Opportunity Act first put pressure on the company to hire minority persons. He turned out to be a very valuable worker, however, especially in working with people in the business world. In meetings, he knows when to compromise, improves communication between people, gets ideas from others, maintains the group's trust, uses his power in a practical way, and shows many other outstanding leadership qualities. He also has a strong sense of sharing and cooperation which probably stems from his experience in the Latino community. He was voted most popular employee last year. However, certain people in the company are worried that, if he were President, his ethnic background would lower the company's influence among the more prominent members of the community and business world.

JACQUELINE

She has a good education. She is unmarried and very attractive. She is such an outgoing person that the other people in the company can't help liking her, and she has been very good at helping resolve conflicts that have come up among different groups in the company. However, she has been criticized by many people in the company and in the community for her "flashy" way of life. Though everyone likes her, many do not trust her. Some think she would be a bad risk as President, but others believe that she is a victim of gossip that will disappear when her skills in getting along with people are given full play.

LUTHER

He is very well educated. He came from a poor family and worked his way up the educational and career ladder. As a result, he is very skilled and also very aggressive. He is much admired by others in the company and is the best observer, organizer, self-starter and explainer in the company. He's also the best talker and best-looking nominee. He has a certain "star" quality. His only drawback is that the aggressiveness which has helped him succeed also shows up in his hot temper. He has had several conflicts with other employees, one of which resulted in a fist fight. However, he usually has the support of onlookers in these arguments.

VI-3

MURAL, MURAL, ON THE WALL

Your group has been asked to hire an artist to paint a mural on one of the outside walls of the school building. Four artists have applied for the job. Each one has left a sample of his or her artwork for the group to evaluate. To help keep things fair, the artist's names have been left off their work. The samples are labeled A, B, C, and D.

As you review each sample, discuss the reasons you do or don't feel that the artist would be right for the job. Questions you might raise during this discussion include:

- Is the artist good?
- Is the artist imaginative?
- Does the artist's style seem right for a mural?
- Has the artist shown that he or she can successfully carry out an assignment?

After the group has reviewed the available samples, a final decision should be made about which artist to hire.

This activity consists of three separate rounds. In each round, the group will approach the task in a different way. Each round has a 15 minute time limit.

VI-3

MURAL, MURAL, ON THE WALL

ROUND 1

One member of group will be appointed as the PRESIDENT.

At the beginning of the round, the PRESIDENT will make a set of rules for reviewing the artwork samples. These rules can be changed by the PRESIDENT at any time for any reason.

During the round, the PRESIDENT has the power to Silence anyone in the group who does not follow the rules. To execute this power, the PRESIDENT points at a group member and says, "THE PRESIDENT silences you." Members who have been Silenced may not speak again--or participate in the activity in any way--for the rest of the round. The PRESIDENT should use this power very carefully.

At the end of the round, the PRESIDENT will sum up what the group has said about the different samples. Then he or she will announce which artist gets the job. The PRESIDENT'S final decision should reflect the thinking of the group. This decision, however, may not be discussed by the group members.

Before the round begins, you will each receive a set of Secret Instructions about who to be and how to act during the round. Do not tell anyone what your instructions say. Just act them out and see what happens. At the end of the round, record the PRESIDENT'S final decision in the box below.

ARTIST ☐ gets the job.

SECRET INSTRUCTIONS FOR ROUND 1

You are THE PRESIDENT. This high position gives you a lot of power over everyone else in the group. Get ready to assert your power in different ways. At the beginning of the round, announce that you have already decided to eliminate ARTISTS B and C from the running. *Do not show B's or C's artwork to anyone in the group during the round.* Show and discuss only A's and D's samples.

The rules you make are up to you. Possible rules: *group members may not speak until they have raised their hands and have been called upon by THE PRESIDENT; or, group members may speak freely but must stop and listen to THE PRESIDENT whenever he or she raises a hand; or, group members may speak only when they are answering a question that THE PRESIDENT has asked.*

During the round, assert your power by Silencing at least two persons. At the end of the round, don't worry about summing up what the group actually said. Sum up what you think they should have said. Your final decision should reflect the opposite of the group's thinking. Remind the group members that they may not discuss your decision.

You are about to find out who THE PRESIDENT is. He or she has a lot of power which might be used unfairly. During the round, stick up for the rights of the group. If THE PRESIDENT'S rules seem unfair to you, say so. Insist that the group will be unable to do a good job of reviewing the artwork samples unless the rules are fair to all. But be very careful when you protest. Remember that THE PRESIDENT has the power to Silence you.

You are about to find out who THE PRESIDENT is. He or she has a lot of power which might be used unfairly. During the round, stick up for the rights of the group. Make sure that each group member has a chance to review *all four* artwork samples. Make sure that most of the group members agree with THE PRESIDENT'S decision about which artist to hire. But be very careful when you protest. Remember that THE PRESIDENT has the power to Silence you.

You are about to find out who THE PRESIDENT is. Remember that he or she has the power to Silence you. Play it safe by following whatever rules THE PRESIDENT makes and by agreeing with whatever he or she says. Do not support anyone who opposes THE PRESIDENT.

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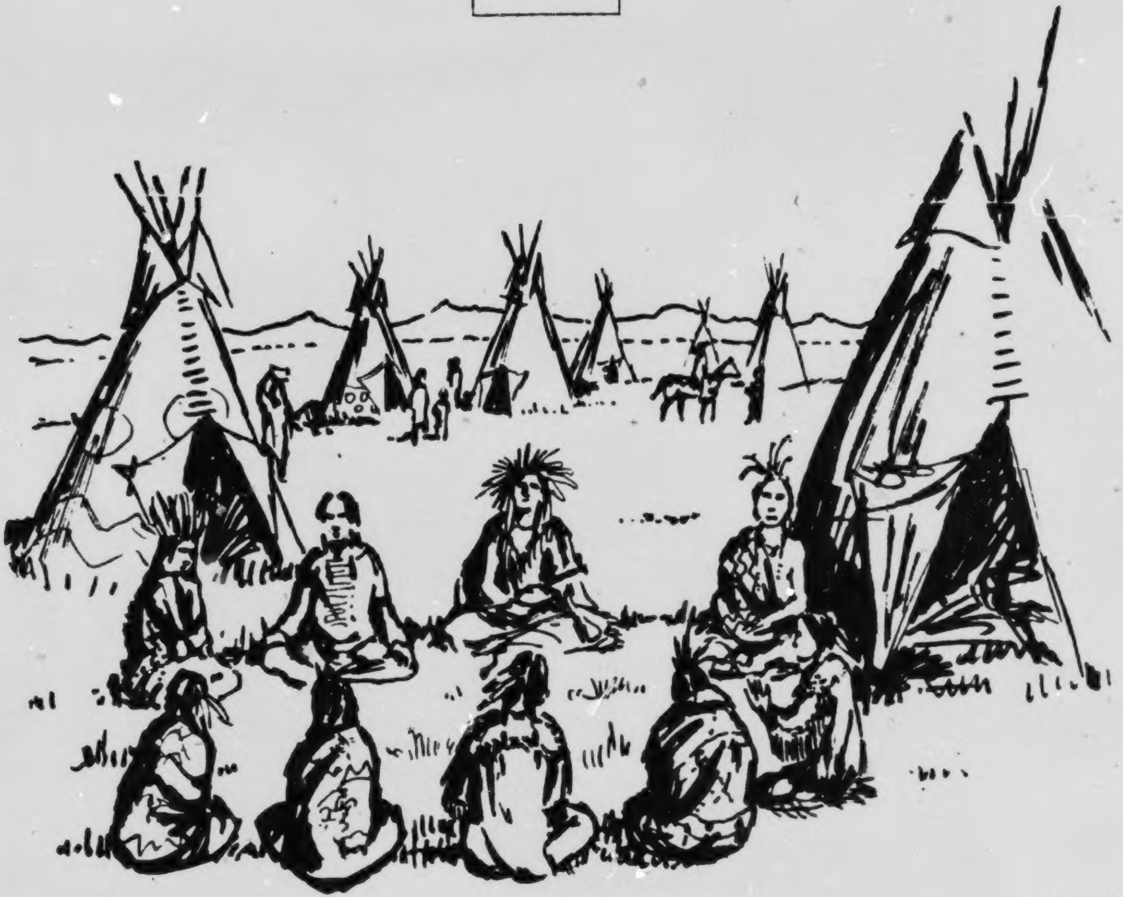
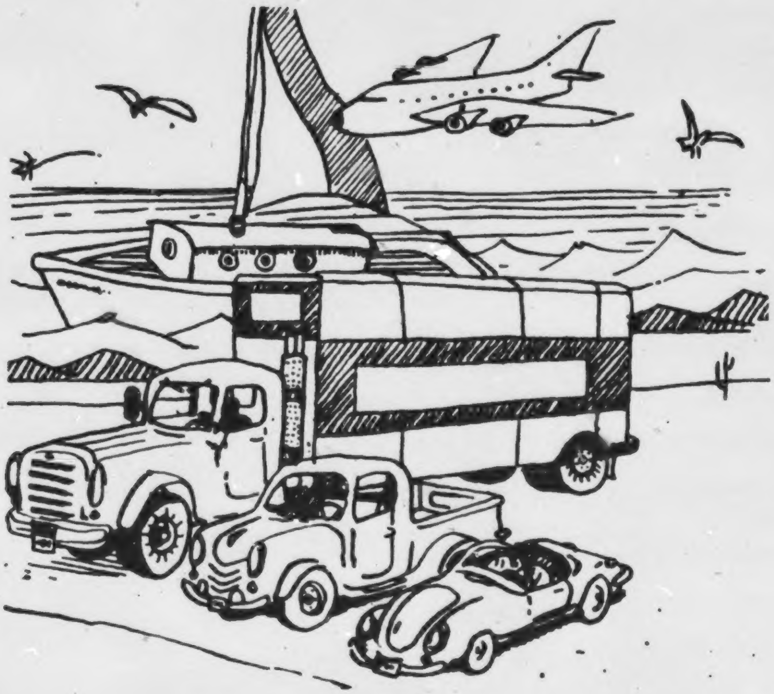
ARTIST A



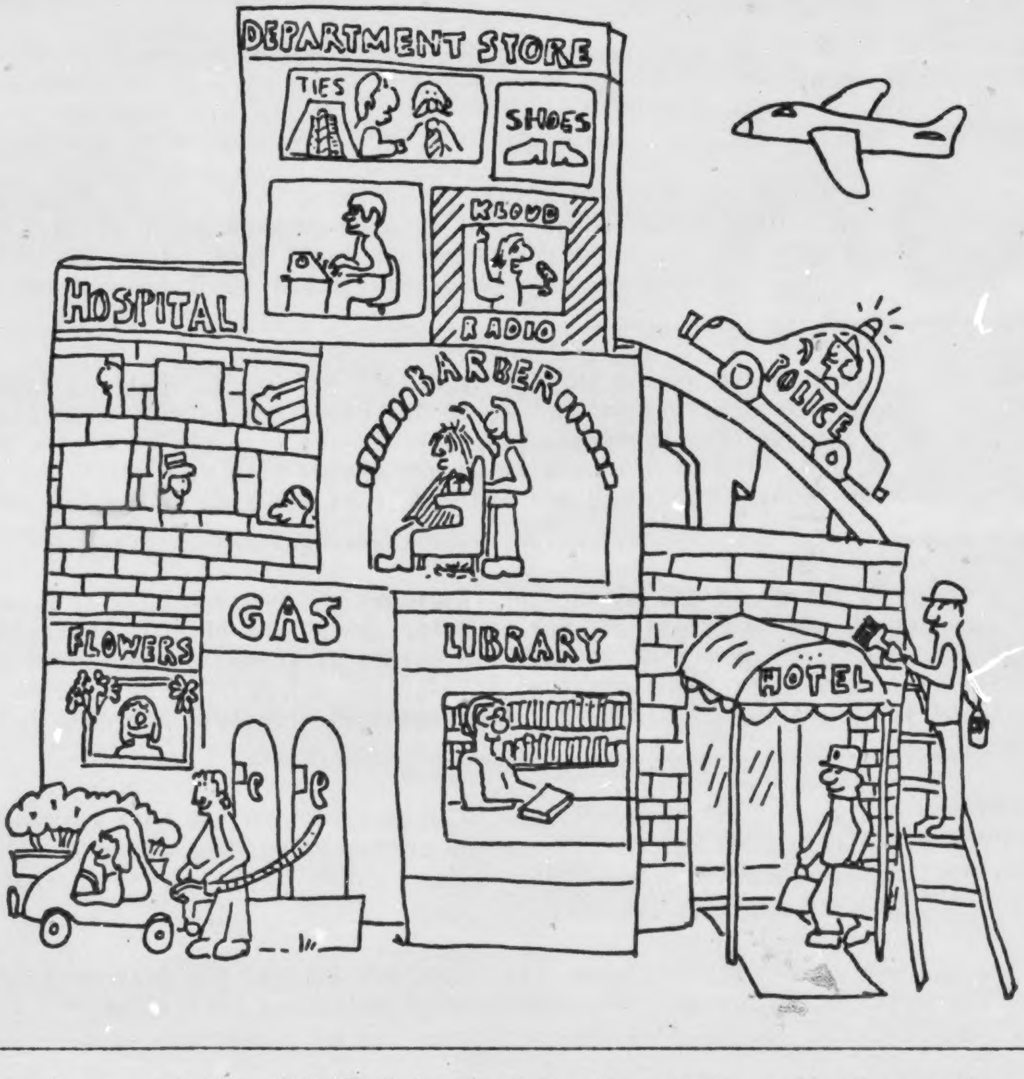
This is a mural that ARTIST A designed for the outside wall of a Native American Center. The assignment was to portray a group of Native Americans in a traditional setting.

ARTIST B



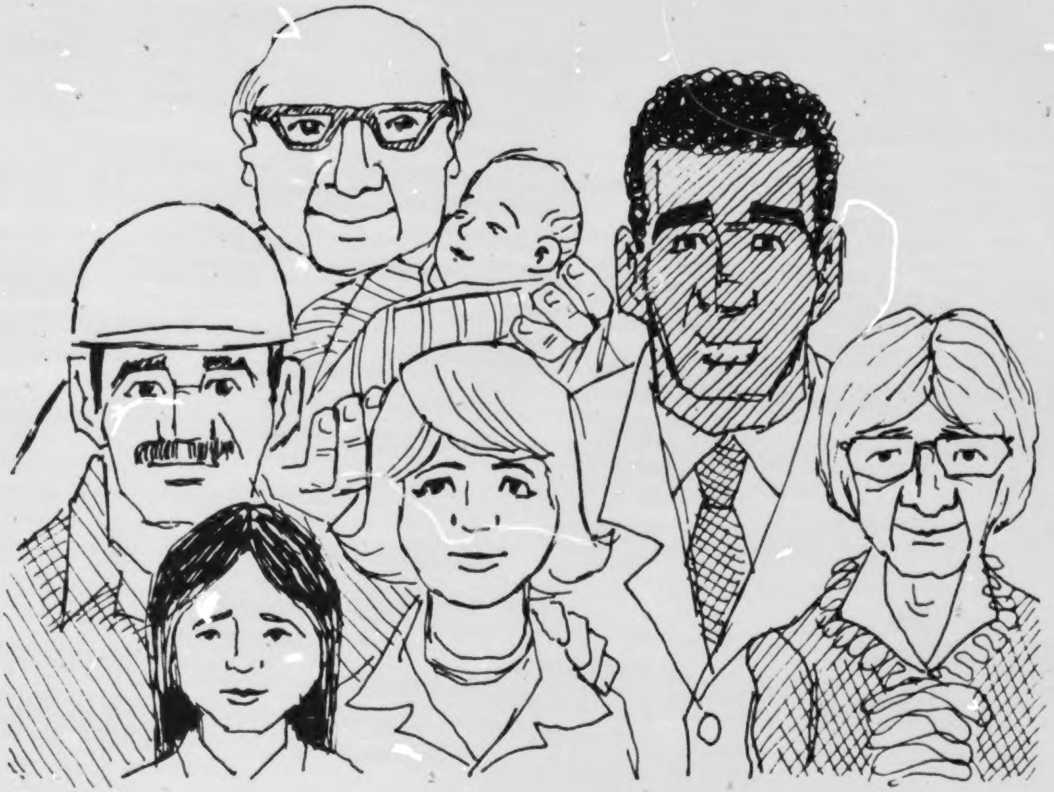
This is a mural that ARTIST B designed for the inside wall of a travel agency. The assignment was to illustrate different forms of transportation that people use to travel.

ARTIST C


DEPARTMENT STORE
TIES
SHOES
KLOUD
RADIO
HOSPITAL
BARBER
POLICE
GAS
FLOWERS
LIBRARY
HOTEL

This is a mural that ARTIST C designed for the outside wall of an employment agency. The assignment was to illustrate people doing different kinds of work.

ARTIST D



This is a mural that ARTIST D designed for a fence which faces a small city park. The assignment was to convey the idea that a community is made of different kinds of people.

MURAL, MURAL, ON THE WALL

ROUND 2

Two members of the group will be appointed as mural EXPERTS. Using their special knowledge and skills, the EXPERTS will evaluate the group as it reviews the artwork samples. Then the EXPERTS will determine which group member is best qualified to make the final decision about which artist to hire.

Before the round begins, the EXPERTS will each prepare a scoresheet that shows the names of each group member. A scoresheet form appears on the next page. Since the EXPERTS themselves will not be evaluated, their names will not be included on the scoresheet.

At the beginning of the round, the EXPERTS will work together to make a set of rules for reviewing the artwork samples. During the round, they will write down a score of 0, 1, 2, or 3 each time a group member says something. A score of 0 means that, in the EXPERT'S opinion, a group member has contributed nothing useful to the discussion. A score of 3 means that, in the EXPERT'S opinion, a group member has made a very valuable contribution. Scores of 1 and 2 fall in between.

During the round, the EXPERTS may ask questions, make comments, or change the rules as they see fit. Group members should always be able to see the scores which the EXPERTS are giving them. However, no group member may ever discuss his or her score with the EXPERTS or with anyone else in the group.

At the end of the round, each EXPERT will add up the points that he or she gave to each person. The totals of the two EXPERTS will then be added together. The group member who receives the highest grand total will be the person who makes the final decision about which artist to hire.

Before the round begins, you will each receive a set of Secret Instructions about who to be and how to act during the round. As before, do not tell anyone what your instructions say. Just act them out and see what happens. At the end of the round, record the BEST QUALIFIED PERSON'S final decision in the box at the bottom of this page.

	EXPERT'S SCORESHEET			
NAME OF GROUP MEMBER	1.	2.	3.	4.
Points				
Total Points				
Other Experts Total Points				
Grand Total				

ARTIST ☐ gets the job.

SECRET INSTRUCTIONS FOR ROUND 2

You are one of the mural EXPERTS. Don't tell anyone, but both ARTIST B and ARTIST D are very good friends of yours. Give a high score (2 or 3 points) each time someone says something good about B's or D's samples. Give a low score (0 or 1 point) each time someone says something bad about them. Rate comments about the other samples any way you see fit, but try to work things so that either B or D gets the job. During the round, group members may criticize the way you are rating them. Do not explain the reason for your ratings to anyone. (You don't have to. You're an EXPERT.) Punish trouble-makers by giving them low scores whenever they speak.

You are one of the mural EXPERTS. Don't tell anyone, but you happen to know both ARTIST A and ARTIST C and you don't like either one of them at all. Give a high score (2 or 3 points) each time soneone says something bad about A's or C's samples. Give a low score (0 or 1 point) each time someone says something good about them. Rate comments about the other samples any way you see fit, but try to work things so that neither A nor C gets the job. During the round, group members may criticize the way you are rating them. Do not explain the reason for your ratings to anyone. (You don't have to. You're an EXPERT.) Punish trouble-makers by giving them low scores whenever they speak.

Because of their special knowledge and skills, the EXPERTS have a lot of power over you and the others in the group. But are they using that power fairly? If you feel that the EXPERTS are not being fair in their ratings, say so. Insist that the group cannot do a good job of reviewing the artwork samples if the ratings are working against them. But keep an eye on how the EXPERTS are rating what you say. Remember that the person with the highest grand total gets to make the final decision about which artist to hire.

Be yourself. But keep an eye on how the EXPERTS are rating what you say during the round. Remember that the person with the highest grand total will get to make the final decision about which artist to hire.

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Be yourself. But keep an eye on how the EXPERTS are rating what you say during the round. Remember that the person with the highest grand total will get to make the final decision about which artist to hire.

MURAL, MURAL, ON THE WALL

ROUND 3

As a group, review all four artwork samples. Do this any way you wish. When ready, each group member should decide which artist he or she would hire. These individual choices should be recorded on the chart below.

Afterwards, work together as a group and discuss the choices that each group member made. In whatever way works best for you, reach a group decision about which artist to hire. Record the group's final decision in the box at the bottom of this page.

NAME OF GROUP MEMBER	HIS OR HER CHOICE
1.	
2.	
3.	
4.	
5.	
6.	

ARTIST ☐ gets the job.

WHAT HAPPENED?

Think back to the three rounds of Mural, Mural, On The Wall. As a group, discuss your answers to the following questions. Be prepared to discuss your group answers with the teacher and the rest of the class.

ROUND 1

1. How did you feel about having only one leader in the group? How would you have changed the power that was given to THE PRESIDENT?
2. Were THE PRESIDENT'S rules fair? Why or why not? How would those rules be different if they had been made by the whole group working together?
3. How did you feel about THE PRESIDENT'S power to Silence others? Did he or she use that power fairly and honestly? Is that power similar to power that people have in real life? Explain your answers.
4. Did you agree with the final decision about which artist to hire? Why or why not? What were your general feelings during this round?

ROUND 2

1. How did you feel about having two leaders in the group? Did it seem better or worse than having only one leader? How would you have changed the power that was given to the EXPERTS?
2. Did the EXPERTS use their power fairly and honestly? Why do you say so?
3. What are some situations in real life where people who have special knowledge and skills have power over others?
4. Did you agree with the final decision about which artist to hire? Why or why not? What were your general feelings during this round?

ROUND 3

1. How did you feel about beginning the round with no specific leaders?
2. Did the group work together more in this round than in other rounds? Why or why not?
3. Did any leaders emerge in the group? If so, how did those leaders get their power? How did they use it?
4. Did you agree with the final decision about which artist to hire? Why or why not?

POWER AND MANIPULATION

Power is the ability to get someone to do a certain thing or behave in a certain way. Everyone has and uses power over others to some degree. Each member of a group has the power to influence or change the other group members in someway. Power in itself is not good or bad. Whether power will have good or bad effects depends upon how it is gained (what it is based on) and how it is used.

Power in a group can come from one or more of several sources, or bases. Some of these bases of power are more legitimate than others. Legitimate power bases can help a person gain a lot of group support without a lot of group resentment.

FIVE BASES OF POWER

Reward A group member may have power because he or she can reward other members---for instance, by giving them money, material goods, or high positions within the group.

Punishment A group member may have power because he or she can punish other members---for instance, by throwing them out of the group, taking away some special privilege, or even physically hurting them.

Position A group member may have power because he or she has a high position in the group---for instance, the leader or president.

Personal influence A group member may have power because he or she has such an outstanding personality that the other members respect him or her and want to do what he or she says---for instance, if he or she is especially friendly, kind or honest.

Expertise A group member may have power because he or she has some special knowledge or skill which the group needs from completing a certain project. For instance, if the class is making a film, any person or people who know a lot about cameras and filmmaking will probably have power in that project.

Power in a group may be distributed in different ways. Most of it may be in the hands of one person or of a small part of the group, or power may be shared more or less equally among all the members of the group. As you may have seen in the previous activity, group members often tend to resist power when it is in the hands of only one person or a small part of the group.

Power in a group may also be used in different ways. If all the group members are using their power to work for the same group goals, there will be little conflict and little resistance to the use of power. On the other hand, if group members have conflicting goals and each member uses his or her own power to achieve individual goals at the expense of group goals, members may resist one another's use of power to a very great degree. The unfair or dishonest use of power to control others for one's own purpose and profit is called manipulation. Once group members realize they are being manipulated, they usually become very resentful of the manipulator

An Activity

On a separate sheet of paper, write the group's answers to the following questions.

1. In what situations is it good to use power? In what situations is it bad to use power?
2. Of the five bases of power, which do you think is most legitimate--that is, which kind of power would most likely help you receive group support without resistance or resentment? Rank the bases of power according to how legitimate you think they are. That is, write number 1 by the kind of power you think is most legitimate. Write number 5 by the kind you think is least legitimate. Fit the other numbers in between.
3. Which bases of power did the PRESIDENT have in the previous activity? Was his or her power legitimate? Why or why not?
4. What bases of power did the EXPERTS have in the previous game? Was their power legitimate? Why or why not? Was the power used honestly and fairly?
5. Do you think power in a group is more effective if all the power is in the hands of one person or a small part of the group, or if the power is evenly distributed in the group? Explain your answer.

6. Can you think of any situation in which manipulation would be good? If so, describe the situation and explain why manipulation would be good in that situation. For whom would it be good?

Another Activity

On a separate sheet of paper, write your answers to the questions below. Discuss your answers afterwards with the group.

1. Almost everyone manipulates other people at one time or another. Can you think of a situation in real life when you manipulated someone? If so, tell what happened and how and why you manipulated that person. How did you feel about your action then? How do you feel about it now? Do you think you manipulate other people often?
2. Can you think of a situation in real life in which you feel that someone manipulated you? If so, tell what happened and how you felt. Do you think people manipulate you often?
3. Do you like to have power in a group? If no, why not? If so, how do you usually get power (on what bases does your power usually rest)? For what purposes do you usually use your power?

THE FIRST QUALITY OF LEADERSHIP

1. A GOOD LEADER HELPS THE GROUP WORK.

A good leader helps the group work by starting, giving direction to, setting rules for, and organizing the group's action.

Somebody has to get things started. Before a group can do any job, someone must have an idea for the job and convince the group that that's the job it wants to do. This usually involves explaining why that particular thing is worth doing (maybe just because it's fun). A good leader helps the group by getting projects started.

Once the group has decided what it wants to do, it must work out how that job will be done. This means making a good plan for the work. Remember that planning is a group responsibility and requires help from everyone. Still, a good leader can guide the planning process and make sure that a useful plan is worked.

When a group is actually working on a job, a good leader can keep things going by encouraging the group and telling each member how well he or she is doing. The leader can help the group keep in mind its reasons for doing the job, too. "We're doing really well, and I know we're going to go on doing really well," the leader might say. "And this job is worth doing really well because..."

An Activity

Following are descriptions of five people who have just formed a group. Read each description carefully. Imagine that the group has just been asked to come up with an idea for a class project. The group has been left on its own with no hints, suggestions, or encouragement from the teacher about what to do. Which group member is most likely to emerge as a leader to "get the ball rolling"? In the space below explain your group's answer to that question. Then move ahead to the Second Quality of Leadership. Make sure to save the five descriptions for the next activities.

VI-6

THE GROUP

MONICA

When she talks her eyes sparkle, her hands wave, and everyone watches spellbound. She's never at a loss for ideas about an exciting new project or activity. In fact, she's never at a loss for ideas about anything. Some of her ideas seem a little crazy, but when Monica explains them, they always sound as though they will work. Most of them do, too, for Monica is a good planner. She knows exactly how to carry out even the wildest of her schemes. She has strong faith in others and in herself, and she can put her enthusiasm and planning skill behind other people's ideas as well as her own. Her favorite phrase is, "C'mon, gang, we can do it!"

CARLOS

No one could ask for a more sympathetic ear than the one Carlos gives. He listens to each person as if that person were saying the most important things in the world. He often asks questions, too. "What you say is so interesting that I want to be sure I understand it," he says. Once he does understand, he can explain an idea clearly and correctly to anyone else who still doesn't "get it." Carlos has ideas and opinions of his own, and he gives them when he thinks they might be useful. However, his real interest seems to lie in learning what others think. If anyone in a group has been quiet too long, Carlos is sure to ask that person, "What do you say?" Others never doubt that Carlos really wants to know. He is the quiet center around which many conversations revolve.

ALEX

Some call Alex the "human tape recorder." He always seems to be keeping a methodical score of what is being done and what isn't. He doesn't usually criticize what he sees, though; he just likes to keep track. If you want to know what's going on today, or what happened yesterday, or what Jack said to Mary Jane on the day before, just ask Alex. He'll tell you, and chances are that he'll be right. He's often asked to represent the group or class in giving reports, because his descriptions are clear, accurate and complete without being long-winded.

VI-6

WARREN

Some say Warren is too critical of everything, but most people agree that he does not make his criticisms just to be unpleasant. In fact, most of his criticisms are quite helpful. He doesn't just say, "Hey, you're doing that wrong." Instead, he says, "Don't you think that might work better if you...?" Warren is a very practical person, and he helps to keep the wilder ideas of some of the other members "down to earth." While others are thinking about how great it would be if the group did such-and-such, Warren is usually trying to figure out whether such-and-such is something the group really can do. If one plan doesn't work, Warren usually can come up with another one---or several other ones---that will.

FAY

Fay is one of the few people in class whom everyone seems to like. No matter what, she "keeps her cool." What's more, she seems to have the power to cool hot tempers in other people. Everybody trusts Fay because they know she says exactly what she thinks---but she does it in the kindest possible way. She usually puts the best interpretation on other people's actions, too. For instance, if someone says something that seems sarcastic, Fay is likely to say, "Oh, I'm sure he didn't mean that the way it sounded." She is good at making people see the value of one another's opinions. Her own views are usually "middle-of-the-road," but she seems able to see some good in any idea. In fact, she often can suggest a compromise plan which makes use of several different ideas---including some which had seemed to be exactly opposite to each other.

SAVE THESE FIVE DESCRIPTIONS. YOU WILL NEED THEM FOR OTHER ACTIVITIES IN THIS MODULE

THE SECOND QUALITY OF LEADERSHIP

1. *A good leader helps the group work.*
2. A GOOD LEADER HELPS THE GROUP COMMUNICATE.

A good leader helps the group communicate by encouraging others to take part in discussion, by listening carefully, by explaining group members' points of view to one another, and by seeking and giving information and opinions.

Somebody has to keep the group talking---not just some of the group, but all of it. Remember the importance of communication skills in a group. A good leader not only practices good communications skills but also helps others to practice them. This means that a good leader must be a listener as well as a talker. A leader pays attention to everyone who speaks, and encourages everyone who does not. The leader tries to get everyone to contribute ideas and opinions to the discussion. A good leader might put a group member at ease and encourage contribution to the discussion by saying something like, "Why don't you tell us what you think, Susan? Didn't you study this subject in summer school?"

A good leader can explain group members' opinions to one another, too. This means that the leader understands those opinions correctly and can restate them in clear language. The leader must not change or interpret what he or she is explaining. A good leader who is explaining someone else's opinions might say something like, "Let's be sure we all understand what John means. Correct me if I'm wrong, John, but another way of putting what you've said is..."

An Activity

Imagine that Monica, Carlos, Alex, Warren, and Fay now have an idea for a project and a plan for carrying it out. But for some reason, the group has hit a block in discussion. Everyone seems to be afraid to speak up. No one seems to have much faith in the value of his or her own ideas. To make matters worse, the group members keep misunderstanding and misinterpreting one another's comments. At this point in the group action, which of the five people listed on the next two pages is most likely to emerge as a leader to get the group talking again? In the space below, explain your group's answer to that question. Then move ahead to the Third Quality of Leadership. Make sure you save the five descriptions for the next three activities.

THE THIRD QUALITY OF LEADERSHIP

1. *A good leader helps the group work.*
2. *A good leader helps the group communicate.*
3. A GOOD LEADER HELPS THE GROUP RESOLVE CONFLICTS.

A good leader helps to resolve group conflicts by relieving tension, building trust, working out disagreements between group members, blending together the work of different members, and finding compromises between opposing points of view.

When group members become angry or two opposing opinions seem to be deadlocked, somebody has to cool things off. A good leader does not try to keep conflicts in the group from happening, but he or she does try to help the group work out those conflicts. The leader needs skills in resolving conflicts.

A good leader knows how to relieve tension in the group before things get to the "boiling point." For instance, the leader may tell a joke and make people laugh so that they forget their argument for a minute. When members of a group are anxious and "uptight," the leader should know how to make them relax.

A good leader must have the trust of the group, and must be able to get the group members to trust one another. Group members will usually trust a leader who is known for "playing fair" and being honest. Only if people on both sides of an argument trust the leader can he or she help them find a solution to the argument.

A good leader must also know how to work out compromises and use the best parts of several ideas. The leader must help members see what their opinions have in common and how those opinions can be made to work together, even if the opinions are very different.

An Activity

Imagine that Monica, Carlos, Alex, Warren, and Fay now have an idea and a plan and have begun communicating very well. However, two subgroups or factions within the group have very different ideas about the way the project should be carried out. Everyone is very uptight and angry, and it looks as though the argument may destroy the group. At this point in the group action, which of the five persons listed on the next two pages is most likely to emerge as the leader who can resolve the conflict?

In the space below, explain your group's answer to that question. Then move ahead to the Fourth Quality of Leadership. Make sure you save the five descriptions for the next two activities.

THE FOURTH QUALITY OF LEADERSHIP

1. *A good leader helps the group work*
2. *A good leader helps the group communicate.*
3. *A good leader helps the group resolve conflicts.*
4. A GOOD LEADER HELPS BRING TOGETHER THE RESULTS OF THE GROUP'S WORK.

A good leader helps bring together results of the group's work by watching, studying and explaining the actions, ideas, and decisions of the group.

After group members have worked on different parts of a project for a while, somebody has to pull it all together. In order to bring the different parts of the group's work together, the leader must understand each part of the work and how that part relates to the main plan and the group's goals. He or she must carefully watch what is happening, and have a clear picture of what is happening as well as what should be happening.

The leader must be able to explain the group's work, too. Sometimes he or she will be summarizing the work for the group itself, to help the members keep track of where they are in a project and how far they still have to go. In this case, the leader might say things like, "All right, here's what we have done so far... Now, we still have three more steps to go. Remember, when we're finished we want to have..." At other times, the leader might need to explain or summarize the group's work for someone outside the group, such as the teacher or the rest of the class.

An Activity

Now Monica, Carlos, Alex, Warren, and Fay have almost completed their project, but each member has been so involved with his or her own phase of the task that the group doesn't really know if it has done what it set out to do. Everybody is a little confused about what it all means. On top of that, the group must choose someone to tell the teacher about its project. The group is really in a bind. At this point in the group action, which of the five persons listed on the next two pages is most likely to emerge as a leader to remind the group of what it has accomplished and to represent its work to the rest of the class?

In the space below, explain your group's answer to that questions. Then move ahead to the Fifth Quality of Leadership. Make sure you save the five descriptions for the next activity.

THE FIFTH QUALITY OF LEADERSHIP

1. *A good leader helps the group work.*
2. *A good leader helps the group communicate.*
3. *A good leader helps the group resolve conflicts.*
4. *A good leader helps bring together the results of the group's work.*
5. A GOOD LEADER HELPS TO EVALUATE GROUP PERFORMANCE.

A good leader helps to evaluate group performance by studying how well the group's ideas work, helping others see the value of different solutions to problems, and finding good ways for the group to carry out its decisions and reach its goals.

After the job is done---or along the way, for that matter---somebody has to figure out how the group is doing. Is the group really using the best plan to achieve its goals? Is it carrying out the plan in the right way, or might there be a better way?

Remember that evaluation is everybody's job. However, the leader must be sure that evaluation is going on and must be able to put the evaluation into words so that the whole group can understand it.

The leader shouldn't be super-critical of the efforts of group members, but should concentrate on helping members find different and better ways to do things they may be having trouble with. The leader might say things like, "I don't think your plan will work in our particular situation because...but have you thought of trying..."

The leader should keep a practical eye on ideas that are proposed, so that he or she can help group members make sure that the ideas really will work in the situation the group must deal with. For instance, if the group wants a new machine for some project, the leader might ask whether the group can afford to buy such a machine. If it can't, the leader might help the group figure out where it could get more money, or where it might borrow a machine instead of buying one, or even how it might do without the machine entirely.

An Activity

Monica, Carlos, Alex, Warren, and Fay have now completed their project and made their presentation to the class. The group members all agree that this project was one of the best they have ever done in school. All the members are feeling rather good about their accomplishments until the teacher says, "Now I want you to carry out this project again, but this time you must do it outside school. You can't do that with your project set up as it is now, because there are some important things wrong with your plan. It's up to you to figure out what those things are and the complete your assignment." The group did not expect these comments from the teacher, and it does not know what to do now. Which of the five persons listed on the next two pages is most likely to emerge as the leader to help the group correct its mistakes and finish the assignment?

In the space below and on the back of this sheet, explain your group's answer to that question. Then move ahead to the reading on Shared Leadership.

SHARED LEADERSHIP

While working on the last few activities, you may have begun to sense that leadership is a quality possessed by the group. No one person has all the qualities of leadership, and each person in a group has some of these qualities. Some of you may be good at coming up with ideas and getting the group moving, for instance. Others may be good at resolving conflicts. Still others may be good at evaluating the group's performance.

If you recognize these different leadership qualities in yourself and others, you can see that no one person is meant to be a leader or a follower all the time. Different kinds of people make good leaders in different kinds of situations. Each one of you will probably be the leader of a group at one time or another. In any situation, whether you are trying to choose a good leader or be a good leader, you cannot succeed unless you are committed to the group and are willing to take the responsibility for the group's action.

In a particular situation the choice of a leader should be determined by the personalities of the group members, the kind of job that is to be done, and the needs of the group. For instance, if a company wants to check its financial records, the accountant or bookkeeper would probably be the best leader for this job. On the other hand, if a company wants to design a new line of products, a person with new ideas and "starter" abilities would probably be a good leader for that project, regardless of that person's position in the company.

VI-11

An Activity

On the chart below, write the name of each member of your group, including yourself. For each one, write one or two leadership qualities that you think that person has. Then briefly describe a situation in which you think that person would be a good leader.

Name	Qualities	Situation

WHAT DID YOU LEARN?

In this module, you have been studying leadership and power. Now try to answer the following questions. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. What is power?

2. Is using power the same thing as manipulation? If not, tell what manipulation is.

3. What are the five bases of power? Which bases do you think are legitimate, and why?

4. What are five qualities of leadership? Does a person have to have all five qualities to be a leader in a group? Why do you say so?

5. Who should decide what person should be the leader in a particular situation. What things are important to think about in deciding who should be the leader?

6. Should any one person be the leader of the group all the time? Why or why not?

7. Has this module helped you understand more about power and leadership? Explain your answer.

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HOW DID YOU DO?

Answer each question carefully. For questions 3-6, use the space on page 2.

1. How good a leader are you? Below are five skills people need to lead a group. Circle the phrase that describes how well you can do each one.

   - Helping the group work by starting, giving direction to, setting rules for, and organizaing the group's action.

     very well well poorly very poorly

   - Helping the group communicate by encouraging others to take part in discussion, by listening carefully, by explaining group members' points of view to one another, and by seeking and giving information and opinions.

     very well well poorly very poorly

   - Helping the group resolve conflicts by easing tension, building trust, working out disagreements among group members, blending together the work of different members, and finding comprimises between opposing points of view.

     very well well poorly very poorly

   - Helping bring together the results of the group's work by watching, studying, and explaining the actions, ideas, and decisions of the group.

     very well well poorly very poorly

   - Helping evaluate group performance by studying how well the group's ideas work, helping others understand the value of different solutions to problems, and finding better ways for the group to carry out its decisions and reach its goals.

     very well well poorly very poorly

2. How well did you work in the group? (Circle one.)

   very well well poorly very poorly

3. Did the group consider your ideas and opinions while choosing a leader in each activity? How could your ideas have been better used?

4. What were you best at in sharing leadership?

5. What did you have the most trouble with?

6. How can you become a better leader in the group?

HOW DID THE GROUP DO?

Answer each question carefully. For questions 3 and 4, use the back of this sheet.

1. On the chart below are five skills which people need to be leaders in a group. On the left side of the chart, write the name of each group member, including yourself. Then tell how well he or she is able to lead. Under each skill, write very well, well, poorly, or very poorly.

STUDENT NAME	HELPS THE GROUP WORK	HELPS THE GROUP COMMUNICATE	HELPS THE GROUP RESOLVE CONFLICTS	BRINGS TOGETHER THE RESULTS OF THE GROUP'S WORK	HELPS EVALUATE GROUP PERFORMANCE
1.					
2.					
3.					
4.					
5.					
6.					

2. How well did the group work together while choosing a leader? (Circle one)

very well　　　　well　　　　poorly　　　　very poorly

3. Think about the way your group worked together. Who emerged as leaders? What were their bases of power? Did those leaders share their leadership with other group members? If so how? Did those leaders try to manipulate the group in any way? If so, how?

4. In what areas of leadership does the group need improvement? Why do you say so?

MODULE VII. MAKING DECISIONS

VII-1 Making Decisions

VII-2 The Trip

VII-3 One Way To Make a Decision

VII-4 A Second Way To Make a Decision

VII-5 A Third Way To Make a Decision

VII-6 A Fourth Way To Make a Decision

VII-7 A Fifth Way To Make a Decision

VII-8 A Sixth Way To Make a Decision

VII-9 A Seventh Way To Make a Decision

VII-10 Which Way is Best?

VII-11 Did We Make a Good Decision?

VII-12 What Did You Learn?

VII-13 How Did You Do?

VII-14 How Did the Group Do?

MAKING DECISIONS

Many decisions must be made every time a group goes to work. Some of these decisions are made by the whole group. Others are made by part of the group or by only one person. Some of these decisions are very important and affect many people. Others are simple and routine and affect only a few persons. How well your group works together depends upon your ability to make decisions in many different kinds of situations.

In this module, you will be studying decision-making and the ways it can help you and your group. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. Should the same person or persons in a group make all the decisions? Why or why not?
2. Think about a decision that was made recently in a group that you were in--for example, your family's decision about what to do or where to go on a certain holiday. Briefly describe the situation and tell what the decision was.
3. Think about the decision you just named. Who made it? The whole group? Part of the group? Only one person?
4. Did you agree with the decision that was made? Explain your answer.
5. How did the other people in the group feel about the decision? Why?
6. If you disagreed, did you have any way to say so or to change the decision?
7. Is there anything you would change about the decision now--either the people who made it or the way it was made? Explain your answer.

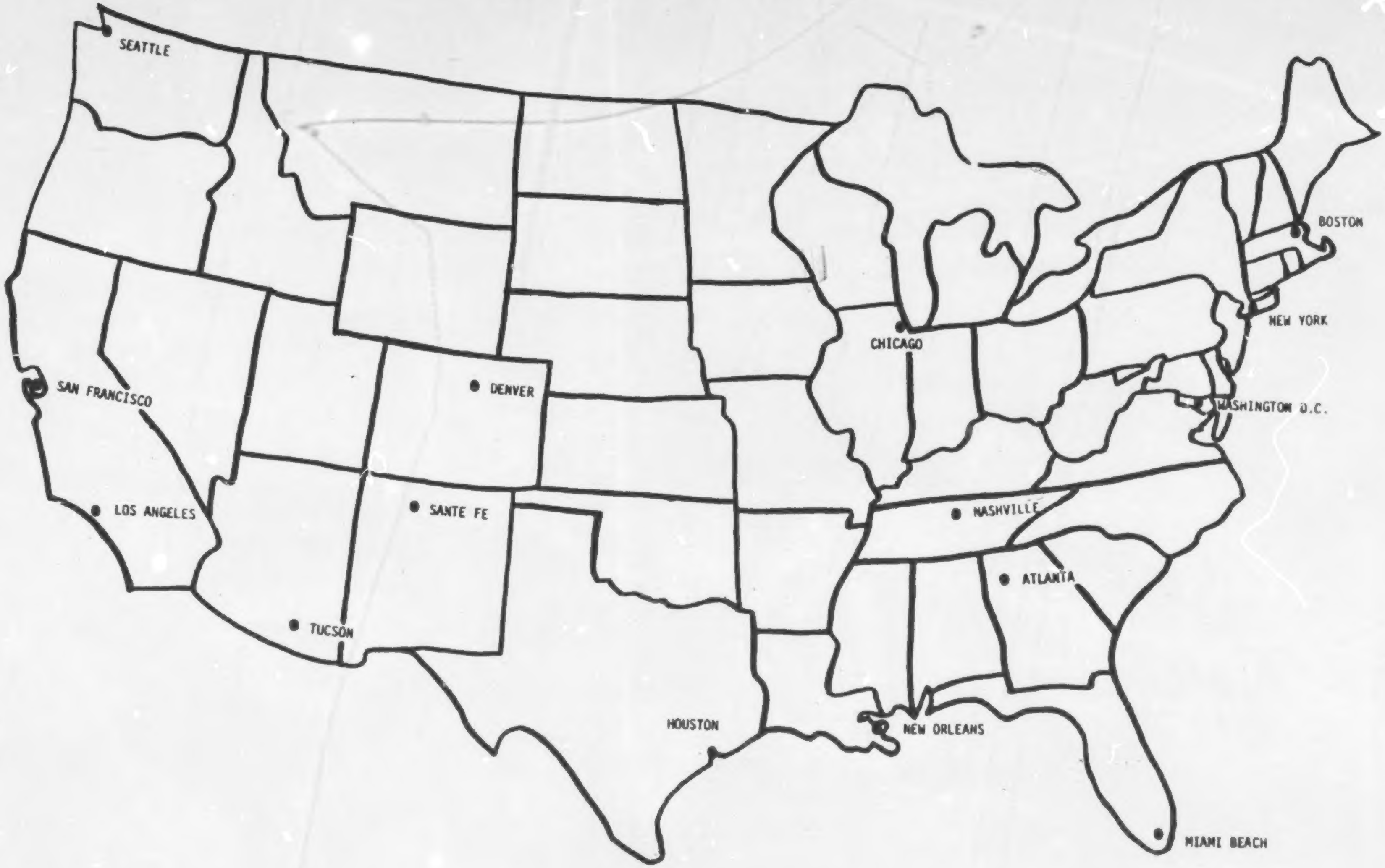
THE TRIP

Your group has been selected to take a special one week field trip at the end of the year. The principal has given you a map with 15 possible destinations marked. You will find a copy of this map on the next page.

Your group has two jobs to do. First, decide which city you should visit. Second, write a paragraph explaining why that city could provide a highly educational experience for the group. Pick your reason carefully. It must be something that will convince your principal, teacher and parents that the city you have chosen offers many opportunities for learning and enjoyment. If you choose Washington D.C., for example, you might explain why a visit there would provide an exciting way for you to learn more about how your government works.

You have 20 minutes to make your decision. Your group can do this any way you choose. For example, the decision might be made by only one person, by a couple of persons, or by everyone in the group. However your group works, you should have the name of the city and a written explanation of your choice by the time the 20 minutes are up.

15 POSSIBLE DESTINATIONS FOR THE FIELD TRIP


SEATTLE
BOSTON
NEW YORK
CHICAGO
SAN FRANCISCO
DENVER
WASHINGTON D.C.
LOS ANGELES
SANTE FE
NASHVILLE
ATLANTA
TUCSON
HOUSTON
NEW ORLEANS
MIAMI BEACH

SAVE THIS MAP. YOU WILL NEED IT FOR OTHER ACTIVITIES IN THIS MODULE

ONE WAY TO MAKE A DECISION

1. THE LEADER MAKES THE DECISION WITHOUT TALKING TO GROUP MEMBERS.

Before a decision can be made, a group must determine who should make it and how it should be made in the situation at hand. This step is very important. If the group makes a decision which does not fit the immediate situation, the decision may not work well at all.

There are several different ways in which a decision in a group can be made. One of the simplest ways is for one person--the leader of the group--to make the decision alone with no help from the group. This may work well if the decision is so simple or routine that it would be a waste of the group's time to sit around and talk about it. For instance, if a certain brand of paint used by a group of house painters stopped being available and another brand was known to be just as good, the person in charge of supplies might simply order the second brand without talking about it. This may also work well if the decision must be made very quickly. If there is a fire in the building, no doubt the leader, or someone, will call the fire department, and everyone else will leave---without discussion.

Having the leader make the decision alone does not work well if the decision is an important one or if it requires a lot of support from the group in order to be carried out successfully. For instance, it probably would not be a good idea for the head of a company to design a new product and then simply order the others in the company to make it. People often will not support or work for a decision which they have had no part in making. They may feel that the leader is a "dictator" if the leader makes most decisions without talking to them.

An Activity

Draw straws to see who will be the "leader." Using the map with 15 cities marked, the leader should decide when the group should go and why a visit there would be a valuable experience. The leader should not talk to anyone while he or she is making these decisions. When ready, the leader should tell his or her decision to the group. The leader's decision is final.

Afterwards, write the group's answers to the following questions on a separate sheet of paper.

1. Which city did the leader choose? Why?
2. Did the leader make a good decision? Why do you say so?
3. Was it fair to the group for the decision to be made this way?
4. Was having one person make the decision without group discussion the best way to make a decision in this situation? Why or why not?

As a group, rank the situations below from 1 to 4. Number 1 should show the situation where it would work best for the leader of the group to make the decision alone. Number 4 should show the situation where it would work least well for the leader to make the decision alone.

☐ Someone must decide where a school class will go on a picnic.

☐ Someone must decide whether or not a country will enter a war. The situation is not an emergency.

☐ Someone must decide whether a group of soldiers will advance or retreat on a battlefield. The decision must be made immediately.

☐ Someone must decide whether or not a store will stay an extra hour on Friday afternoon.

A SECOND WAY TO MAKE A DECISION

1. *The leader makes the decision without talking to the group.*
2. THE LEADER MAKES THE DECISION AFTER TALKING TO GROUP MEMBERS.

Sometimes the leader of a group makes an important decision after talking to the group members and getting their ideas. This way of making a decision certainly seems fairer than having one person make the decision alone, and it does involve the group to some extent. But one person still has the final "say-so," and that person may or may not choose to follow the wishes of the group. If the leader does not do what the group wants, there is nothing the group can do about it. For this reason, decisions made this way still may not have much group support, even though the group had some part in making them.

This way of decision-making works well or badly depending on the personality of the leader. If the leader listens carefully and tries to follow the wishes the group brings out in its discussion, then everything will go well. But if the leader does not pay attention to what the group says, the discussion might as well not have happened. Since all the power still really lies with the leader, members of the group may compete to impress the leader or tell the leader what they believe that person wants to hear, rather than expressing their real opinions. Conflicts of opinion may not be worked out.

An Activity

Draw straws to pick another "leader." As a group, review the map which shows the 15 possible destinations for the field trip. During this time, the leader should ask different group members to give their opinions and ideas about the trip. Then the leader should make the final decision about where the group should go and why a visit there could provide a highly educational experience. When ready, the leader should tell his or her decisions to the group. The leader's decision is final.

Afterwards, write the group's answers to the following questions on a separate sheet of paper.

1. Which city did the leader choose? Why?
2. Did the leader make a good decision? Why do you say so?
3. Was the leader's decision this time better than the leader's decision during the last activity?
4. Do you feel that you and the other group members really helped to make this decision? Why do you say so?
5. Was having one person make the decision--after group discussion--the best way to make a decision in this situation? Why or why not?

As a group, rank the situations below from 1 to 4. Number 1 should show the situation where it would work best for the leader of the group to make the decision after group discussion. Number 4 should show the situation where it would work least well for the leader to make the decision after group discussion.

☐ The President of the United States must decide on a new economic policy for the country to follow. He plans to talk to his Cabinet first. This particular President is a good listener and has respect for others' advice. Several members of his Cabinet are experts in economics.

☐ The head of a company calls a meeting to talk about a proposed change in the company's product. The change, if it takes place, would mean more work for everyone in the company. The head of the company often listens to group wishes, but her reactions depend very much on the mood she is in. People have a better chance of getting her to accept their ideas if they flatter her and tell her how smart she is.

☐ The President of a corporation is going to decide whether to open a new factory in another state. He has called in five vice-presidents to talk over the matter, but his mind is already made up. He is going to open the new plant, no matter what anyone else says.

☐ The head of a very successful small business has been offered a large amount of money to leave that business and join a big corporation. She is tempted by this offer, but she does not want to decide without discussing the matter with her employees. Their feelings are very important to her. Her decision may affect only her own life, but it is quite possible that her business will suffer if she leaves. If her employees really do not want her to go, she may turn down the corporation's offer and stay with them.

A THIRD WAY TO MAKE A DECISION

1. *The leader makes the decision without talking to group members.*
2. *The leader makes the decision after talking to group members.*
3. THE MOST EXPERT MEMBER IN THE GROUP MAKES THE DECISION.

Sometimes it is the most expert member of the group who makes the decision. This person is not necessarily the leader of the group, but is the one who seems to know the most about the problem at hand. For instance, if a company is thinking about buying one of several complicated new machines, it might want to have its mechanical or engineering expert make the final choice about which machine to buy.

This way of decision-making works well if everyone in the group can agree on which person is the expert. If it is not clear who the expert is, however, someone may be called an "expert" because he or she is popular or has some other basis of power. Such "experts" often do not know more about the subject than the other group members.

An expert decision also works best in situations where the decision will not need a great deal of support from the group in order to be carried out. Sometimes group members feel that the expert is a "know-it-all." Even if they respect the expert's advice, they may not feel very interested in a decision they had no part in making. If the whole group has to carry out the decision, it may work better to have the expert give advice rather than make the decision entirely alone.

An Activity

Decide who in the group knows the most about the 15 cities shown on the map. The "expert" you choose might be the person who has traveled the most or the person who is best at United States geography and history. If you can't agree on an expert after 5 minutes, choose the person who has visited the greatest number of the 15 cities shown on the map. If necessary, draw straws to break a tie. The expert should then decide where the group should go and why a visit there could provide a highly educational experience. When ready, the expert should tell his or her decision to the group. The expert's decision is final.

Afterwards, write the group's answers to the following questions on a separate sheet of paper.

1. Which city did the expert choose? Why?
2. Did the expert make a good decision? Why do you say so?
3. Who made the best decision so far the first leader, the second leader, or the expert? Why do you say so?
4. Was it fair to the group for the decision to be made this way? Why or why not?
5. Was having an expert make the decision the best way to decide where the group should visit? Why do you say so?

As a group, rank the situations below from 1 to 4. Number 1 should show the situation where it would work best to have an expert make the decision. Number 4 should show the situation where it would work least well for an expert to make the decision.

☐ Three engineers get together to decide how a bridge will be built. They are all equally well educated and have had an equal amount of work experience---but they have very different ideas about how to build the bridge.

☐ A ceramics company is thinking about using a new firing process. One woman in the company knows more about ceramics firing than anyone else, and she never lets anyone forget it. In general, she is an unpleasant person and the other group members dislike her so much that they probably would not carry out any decision she makes--no matter how intelligent it might be.

☐ Five students go on a mountain-climbing expedition. The group must decide what equipment to take on the expedition. Only one of the students has ever been on such an expedition before, and he has only gone once. He does not really know much more than the others, but he is so well-liked and so positive in his opinions that the group is used to doing what he says.

☐ A jewelry-making company is planning to design a new necklace. One woman in the group has unusual artistic talent, and everyone in the group knows this. The woman herself, however, is very modest and never brags about her work. Sometimes the designs she makes are complicated and hard to carry out, but they are so beautiful and the woman is so friendly and well-liked that the group does not mind doing the extra work.

A FOURTH WAY TO MAKE A DECISION

1. *The leader makes the decision without talking to group members.*
2. *The leader makes the decision after talking to group members.*
3. *The most expert member in the group makes the decision.*
4. GROUP MEMBERS GIVE OPINIONS, ONE BY ONE, AND THE MOST POPULAR OPINION IS FOLLOWED.

A fourth way of making a decision is to have everyone in the group give an opinion separately and then follow the plan or opinion that the largest number of people in the group wants. For instance, if a class is planning to elect a leader of some type and several candidates have been named, each class member might write down his or her choice on a piece of paper. The candidate who receives the highest number of "votes" wins.

This way of making a decision does give everyone a chance to give an opinion, but it does not involve any discussion. Conflicts of opinion are not worked out. If there are many different possibilities, the "winning" one may actually represent only a very small part of the group. This way of deciding works well in situations where it is hard for members of a group to get together, for instance, if they live far apart. It also works well if there is enough time to ask for opinions but not really enough time for a discussion. It does not work well if some of the group members are more knowledgeable or more qualified to decide than others because the "bad "opinions may cancel out the "good" ones. It also does not work well if strong group support will be needed to carry out the decision.

An Activity

Review the map which shows the 15 possible destinations for the group field trip. Each member of the group should write down the name of the city that he or she thinks the group should visit. There is to be no group discussion during this time. One person should collect the names of the cities that have been written down. The city which receives the most votes wins. If there is a tie, have another vote on the cities that have tied.

When a city has been picked, each group member should write down one reason a visit there would provide a highly educational experience for the group. There is to be no group discussion during this time. One person should collect the written reasons. The reason that is most commonly named is the reason the group should give for the visit.

Afterwards, write the group's answers to the following questions on a separate sheet of paper.

1. Which city did the group choose? Why?
2. Was this decision better than the decisions made by only one person?
3. Was it fair to the group for the decision to be made this way?
4. Was counting the number of votes--without discussion--the best way to make a decision in this situation? Why or why not?

As a group, rank the situations below from 1 to 4. Number 1 should show the situation where it would work best to have the decision made by choosing the most popular opinion. Number 4 should show the situation where it would work least well to have the decision made by choosing the most popular opinion.

☐ The members of a club must decide where they will meet next time. The members live rather far apart, and the group can not be together at the time the decision must be made. Each of the possible meeting places is likely to be convenient to about an equal number of people, and no one will be very upset if his or her choice doesn't "win."

☐ A school class is deciding what movie it will go to see during the Senior Day celebration. Several movies have been named, and each has supporters. However, the whole class probably will enjoy whichever movie it goes to see.

☐ A company has to elect a new President. Five candidates have been named. Support for them is divided about equally in the company, so that the winner will represent the votes of quite a bit less than half of the company. The supporters of each candidate feel quite strongly about their choice, and they may not be willing to follow any other candidate who is elected.

☐ A group must decide which of three kinds of cameras it will purchase for a movie it is planning to make. One of the three kinds is of much better technical quality than the other two, but only a small part of the group realizes this. The other two kinds have been better advertised, and most of the class will probably vote for one or the other of these.

A FIFTH WAY TO MAKE A DECISION

1. *The leader makes the decision without talking to group members.*
2. *The leader makes the decision after talking to group members.*
3. *The most expert member in the group makes the decision.*
4. *Group members give opinions, one by one, and the most popular opinion is followed.*
5. A MINORITY OF THE GROUP MAKES THE DECISION.

Sometimes a minority (less than half) of a group makes the decision. This can come about in one of several ways. Sometimes it is deliberate, as when the leader or the group names a committee to study some issue and make a decision on it. Sometimes it seems to happen without having been planned, as when two or three people in a group agree quickly on a decision, present it to the others, and then say, "Don't you agree?....All right, we'll do it that way," without really waiting to find out what the other group members think. This kind of minority decision-making is sometimes called "railroading."

How well a minority decision will work depends partly on who the minority is and how it gained its power. If the minority was chosen by the group, or by the leader with the group's permission, then its decision may gain group support. This is especially true if the minority if made up of people who are especially qualified to make this particular decision (a group of experts) or if they are known in the group for their careful consideration of problems and of group needs. On the other hand, if a minority decision is made by "railroading," the rest of the group will probably feel resentful and may refuse to help carry out the decision.

A minority decision is useful in situations where the group is very large and the whole group cannot easily get together for every decision, or where having a great many people make the decision might be confusing. In this kind of situation, the leader or the group may want to appoint committees to handle certain kinds of decisions. Decisions that can be handled well by a minority include decisions which are routine and not very important to the group, and decisions which affect only a small part of the group or do not require very great group support. A minority decision usually does not work well if the decision is very important or if it will affect or will require work from the entire group.

An Activity

Review the map which shows the 15 possible destinations for the group field trip. Then draw straws to pick another leader. He or she should then choose a "committee" of three people (or any other number that makes up less than half of your group) to decide where the group should go and why a visit there would be a valuable experience. The leader should not be a part of this committee. When ready the committee should explain its decision to the group. The decision of the committee is final.

Afterwards, write the group's answers to the following questions on a separate sheet of paper.

1. Which city did the committee choose? Why?
2. How does the committee's decision compare with the decisions made in the last four activities? Was it better, worse, or the same as those other decisions? Explain your answer.
3. Was it fair to the group for the decision to be made this way?
4. Was having a committee decide the best way to choose a destination for the group field trip? Why do you say so?

As a group, rank the situations below from 1 to 4. Number 1 should show the situation where it would work best to have the decision made by a minority in the group. Number 4 should go by the situation where it would work least well to have the decision made by a minority.

☐ Bob, Wesley and Nancy have been chosen by a class to design costumes for the class play. The whole class will have to help in making the costumes. Although just about everyone in the class agrees that these three people are the best designers, there is also a strong feeling that they sometimes like to design fancy, hard-to-make costumes just to show off---regardless of the extra work this makes for others.

☐ Tex, Gordon and Mike are good friends. They usually think alike and support one another in their ideas. They hang around with five or six other guys who are not as smart or as well-organized as they are. The whole group is thinking of joining a certain motorcycle club. Tex's older brother is a member of the club, so Tex (along with Gordon and Mike) thinks all of them should join. Most of the others are afraid of the older members of the club and don't really want to join. However, they are not very good at putting their feelings into words.

☐ Wilhelmina, Betty and Abigail have been chosen by the school journalism club to be in charge of the club's treasury. Although none of these girls is a real leader in the club, they all are respected as "solid citizens" who make decisions fairly and honestly. They don't have to spend very much time on their treasury job anyway because most of the club's activities don't involve money.

☐ Tyrone, LaVerne, Juana and Lee are the friendliest and most outgoing people in the Science Club. Everybody likes them. They are also very good organizers. The club needs new members, and it agrees to have these four people draw up plans for a membership drive. Although the drive will probably make some work for everybody, it seems likely that Tyrone, LaVerne, Juana and Lee will do most of the real work---they're that kind of people.

A SIXTH WAY TO MAKE A DECISION

1. *The leader makes the decision without talking to group members.*
2. *The leader makes the decision after talking to group members.*
3. *The most expert member in the group makes the decision.*
4. *Group members give opinions, one by one, and the most oppular opinion is followed.*
5. *A minority of the group makes the decision.*
6. A MAJORITY OF THE GROUP MAKES THE DECISION.

Sometimes a majority (more than half) of a group makes the decision. This way is very commonly used. For example, it is the way candidates are usually elected to political office in the United States. Many smaller groups use this way, too. Sometimes a majority decision involves group discussion. Sometimes it does not. The group may talk until it finds some decision which more than half of its members support. Or someone may simply propose a decision and have the group vote "yes" or "no" on it immediately.

A majority decision works well in many situations. After all, it must have the support of more than half of the group. It is most useful when decisions are not too important or must be made quickly, so that there is not time for an extended group discussion. However, a majority decision can leave many unresolved conflicts. The minority may feel that its rights and its ideas have been ignored. Especially if the minority is large, this resentment might make it very hard to carry out a decision which requires work and support from all of the group. The majority also may not be the best-informed or most intelligent part of the group.

An Activity

Review the maps which shows the 15 possible destinations for the group field trip. Then draw straws to pick another "leader." He or she should present an opinion about where the group should go and why a visit there would be a valuable experience.. Immediately, without discussion, raise your hands to vote "yes" or "no" on this opinion. If more than half the people vote "no," have someone else propose an opinion and then vote on that one. Go on until you find an opinion which over half the group will support. Do not discuss the opinions or your reasons for voting yes or no.

When over half of the people have voted "yes," write the group's answers to the questions below on a separate sheet of paper.

1. Which city did the group vote for? Why?
2. How do you feel about this decision? Is it better than the decisions made during the past five activities? Explain your answer.
3. Was it fair to the group to have the decision made this way? Why do you say so?
4. Was having the majority vote--without discussion--the best way to make the decision in this situation? Explain your answer.

As a group, rank the situations below from 1 to 4. Number 1 should show the situation where it would work best to have the decision made by a majority of the group. Number 4 should go by the situation where it would work least well to have the decision made by a majority.

☐ A mother, father and four children are deciding where to go for a vacation. The parents want to give the children a voice in the decision, but the children are fairly young and have trouble understanding the problems with distance, money and so on which should affect the decision. They are likely to agree with one another, but may make an impractical choice.

☐ A company is deciding whether or not to stop making a certain product that has not sold well. Many of the company members are in favor of doing this, but those who are involved in making the product feel that the problem is due to poor advertising rather than the product itself. These members make up a fairly large part of the company, and they feel very strongly about this matter. They have even said that, if their product is dropped, they will not work on any other products for the company.

☐ A store owner is trying to decide whether or not to have the store open all day Saturday. Saturday hours mean more work for some people, and not everyone agrees that the extra sales would be worth it. However, most members do not feel strongly about the issue, and they probably would live with whatever decision is made.

☐ A class is deciding whether to have a field trip on a Thursday or a Friday. Either choice probably would mean that a few members couldn't come, but most members could come equally well one day or the other and don't really care which is chosen. They simply want to get this decision over with so they can go on to planning the trip itself.

A SEVENTH WAY TO MAKE A DECISION

1. *The leader makes the decision without talking to group members.*
2. *The leader makes the decision after talking to group members.*
3. *The most expert member in the group makes the decision.*
4. *Group members give opinions, one by one, and the most popular opinion is followed.*
5. *A minority of the group makes the decision.*
6. *A majority of the group makes the decision.*
7. EVERYONE IN THE GROUP MAKES THE DECISION.

Sometimes everyone in the group helps in making the decision. A decision in which everyone takes an active part is called a consensus decision. It may not be a decision which everyone in the group agrees upon (unanimous decision), but it is a decision which everyone in the group understands (can state in his or her own words). It is a decision which is reached after a group discussion in which everyone has had a chance to present his or her views. And it is a decision which is at least tried out and supported for the time being by members who disagree with it.

A decision reached by consensus has the best chance of being an effective decision for the whole group. If everyone understands the decision and feels that he or she has had a chance to express ideas and feelings about it, the decision is most likely to have the support of the whole group. The decision is also most likely to represent the group's real wishes and to fit with the group goals. It is most likely to be a decision which the group can and will carry out.

However, a consensus decision is also the hardest kind to make. Often it takes a lot of time for a group to reach a decision which really represents everyone's feelings. Many possible decisions may need to be tried out and discarded before the right one is found. A consensus decision also takes a high level of group interaction skills. If each person or subgroup blindly argues for a separate position without listening to what anyone else says, for instance, discussion could go on almost forever with no agreement being reached. Or if everyone is too willing to give up or compromise just for the sake of peace, resentments may stay hidden and conflicts may remain unresolved so that a true consensus decision cannot be reached.

A consensus decision is the best kind when the decision is complicated, or important, or both, and when it will affect everyone in the group. It will not work well if a decision must be reached quickly or if a group lacks the necessary skills to reach such a decision in a practical length of time. A consensus decision usually is not necessary if the matter to be decided is a fairly routine or unimportant one; the time necessary to have a full group discussion on such a matter might be better spent in doing something else.

An Activity

Review the map which shows the 15 possible destinations for the group field trip. Now talk about the trip as a group. Try to avoid getting stuck in "dead ends" of blind argument, but take as much time as you need to work out a decision which everyone feels comfortable with. Be sure that everybody has a chance to express his or her opinions and ideas, and that those opinions and ideas are listened to. Everyone does not have to agree on every point, but keep talking until everyone can agree to support the final decision.

VII-9

On a separate sheet of paper, write the group's answers to the following questions.

1. Which city did the group choose? Why?
2. How do you feel about this decision? Is it better than the decisions made during the past six activities? Explain your answer.
3. Was it fair to the group for the decision to be made this way?
4. Was having the whole group make the decision together the best way of deciding about the trip. Why do you say so?

As a group, rank the situations below from 1 to 4. Number 1 should show the situation where it would work best to have the decision made by the whole group. Number 4 should go by the situation where it would work least well to have the decision made by the whole group.

☐ A small science class is deciding on a major experiment which will take quite a bit of class time and some homework time as well. Everyone in the class will have to work on the experiment, and the project is likely to fail if everyone does not work hard and willingly. The students are eager to get on with the experiment, but they are willing to spend whatever time it takes to choose an experiment wisely.

☐ A group of friends is driving to the beach all in the same car. There are two ways to get there. Both ways are about equally good, but some of the people in the car think one way is better and some think the other is better. In order to go by one of these ways, the driver must take a certain exit from the freeway. If he continues past that exit, he must go by the other way. The matter still hasn't been settled, and the car is now passing the first warning signs for the exit.

☐ A group within a debating club has been chosen to pick a location for the club's next tournament. The people in this group have not worked together before, and furthermore, several of them dislike one another. All of them are fond of their own opinions and are more interested in arguing than in reaching an agreement. The rest of the club wants this group to reach a decision quickly so that the whole club can go on with planning the tournament.

☐ The Pep Club is planning the half-time events for the next school football game. The decisions that are made will affect everyone in the group, and will require group support. However, some members of the group are quite a bit more experienced at planning such events than the others are. The other members recognize their own inexperience and do not feel that they have much to contribute to a discussion.

WHICH WAY IS BEST?

A decision made by all of the group or by a large part of it is more likely to have group support and to be carried out successfully than a decision made by one person or a small part of the group. It is also likely to be the most intelligent decision because the largest number of minds--each with different ideas and skills--has contributed to it. However, no one kind of decision-making is right for all situations. Consensus decisions involve all of the group, but as you have seen, there are many situations in which a consensus decision would be a very poor choice. In each situation, the group should consider which way of decision-making best fits the immediate circumstances.

When trying to determine which way of decision-making is best for a particular situation, the group should ask itself the following questions:

1. What kind of decision needs to be made? How complicated is it? How important is it? Whom will it affect?
2. How much time do we have in which to make the decision?
3. What information and resources do we have that could help in making this decision? Do the information and/or resources belong to only one or a few people in the group?
4. What kinds of decision-making have worked well for our group in the past?
5. Who will have to carry out this decision once it is made? Will the work be done by one person, by a small part of the group, or by all of the group?
6. How important is it that this decision have the support of all of the group?

An Activity

Think back to all the different ways in which you choose a destination for the field trip. You have tried each of the seven ways of decision-making on this problem. Now that you have studied all of the seven ways, which do you think was the best way of making that particular decision?

On a separate sheet of paper, write the group's answers to the following questions:

1. What decisions needed to be made? How complicated were the decisions? How important were they?
2. How much time did your group have in which to reach a decision each time?
3. What information and resources did your group have that could help in making the decision? Did the information and/or resources belong to only one or a few people in the group?
4. What kind or kinds of decision-making have worked well for your group in the past?
5. Would the decision affect only a few people in the group, or would it affect everyone?
6. How important was it that the decision have the support of everyone in the group?
7. Which of the seven ways of decision-making was best for deciding where to go on the field trip? Why do you say so?
8. To answer the last question, your group had to make a decision. Which way of decision-making did you use?

Below are some of the situations described in earlier activities. What is the best way to make each of these decisions? As a group, decide which of the seven ways of decision-making best matches each situation. Write the appropriate number in the box before the situation. The seven ways of decision-making are:

1. The leader makes the decision without talking to group members.
2. The leader makes the decision after talking to group members.
3. The most expert member in the group makes the decision.
4. Group members give opinions, one by one, and the most popular opinion is followed.
5. A minority of the group makes the decision.
6. A majority of the group makes the decision.
7. Everyone in the group makes the decision.

☐ Three engineers get together to decide how a bridge will be built. They are all equally well educated and have had an equal amount of work experience---but they have very different ideas about how to build the bridge.

☐ A group of friends is driving to the beach, all in the same car. There are two ways to get there. Both ways are about equally good, but some of the people in the car think one way is better and some think the other way is better. In order to go by one of these ways, the driver must take a certain exit from the freeway. If he continues past that exit, he must go by the other way. The matter still hasn't been settled, and the car is now passing the first warning signs for the exit.

☐ A group must decide which of three kinds of cameras it will purchase for a movie it is planning to make. One of the three kinds is of much better technical quality than the other two, but only a small part of the group realizes this. The other two kinds have been better advertised, and most of the class will probably vote for one or the other of these.

☐ The President of the United States has to decide whether the country will enter a war. The situation is not an emergency.

☐ Tex, Gordon and Mike are good friends. They usually think alike and support each other in their ideas. They hang around with five or six other guys who are not as smart or as well-organized as they are. The whole group is thinking of joining a certain motorcycle club. Tex's older brother is a member of the club, so Tex (along with Gordon and Mike) thinks all of them should join. Most of the other boys are afraid of the older members of the club and do not really want to join the club. However, they are not very good at putting their feelings into words.

DID WE MAKE A GOOD DECISION?

The proof of the pudding is in the eating. The best way to find out if your group chose the best way of making a particular decision, after that decision is made, is to see how that decision worked out. What happened when your group took the action that the decision required? Was your decision an effective one?

In trying to decide whether a decision was effective, the group should ask itself the following questions:

1. Did the decision help the group do its job and achieve its goals?
2. Did the decision make good use of all the group's resources?
3. Did the decision gain the support of most or all of the group?
4. Was the decision one which the group could and would carry out?

If the answer to any of these questions is no, then the decision was not as effective as it might have been. There can be many reasons for this, but one common reason is that the decision was made by the wrong person or people. If a certain decision is ineffective, you might want to change your way of making that kind of decision next time.

An Activity

Think about the decisions which your group has made in this course. As a group agree on one decision which you will talk about. It must be one which resulted in some action by the group. On a separate sheet of paper, write the group's answer to the following questions.

1. What was the situation?
2. What decision was reached?

3. By which of the seven ways of decision-making was it reached?

4. Did the decision (as shown in the action which resulted from it) help the group do its job and achieve its goals?

5. Did the decision make good use of all the group's resources?

6. Did the decision gain the support of most or all of the group? (If not, what part of the group did support it?)

7. Was the decision one which the group could and would carry out successfully?

8. Do you think the decision was a good one? If not, what was wrong with it? In what ways might it have been better?

9. If the decision was not good, was it because the decision was made by the wrong person or people? If so, tell which of the seven ways of decision-making you think should have been followed in this situation, and why.

WHAT DID YOU LEARN?

In this module, you have been studying decision-making and the ways it can help you and your group. Now try to answer the following questions. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. Name seven ways of making a decision in a group.
2. List one good point and one bad point for each of the seven ways.
3. For each of the seven ways, briefly describe a situation in which that way would work.
4. How should you decide which way of decision-making is best for a situation?
5. How do you know a decision is good?
6. In a group, who should decide how a decision will be made? Why?
7. Which are usually more effective in a group---decisions made by one person, decisions made by part of a group, or decisions made by the whole group? Why?
8. Has this module helped you understand more about decision-making in groups? Explain your answer.

HOW DID YOU DO?

Answer each question carefully. For questions 3-5, use the space on the back of this sheet.

1. How good are you at making decisions? Below are five skills that people need to make group decisions. Circle the phrase that describes how well you can do each one.

    - Knowing the seven ways of decision-making.

      very well   well   poorly   very poorly

    - Knowing the good and bad points of each way.

      very well   well   poorly   very poorly

    - Knowing the kinds of situations in which each way of decision-making will or will not work.

      very well   well   poorly   very poorly

    - Deciding which way of decision-making is best for a particular decision.

      very well   well   poorly   very poorly

    - Evaluating a decision or a way of making a decision to see if it was effective.

      very well   well   poorly   very poorly

2. How well did you work in the group? (Circle one)

    very well   well   poorly   very poorly

3. What were you best at while helping to make group decisions?

4. What did you have the most trouble with?

5. How can you improve your ability to make decisions?

HOW DID THE GROUP DO?

Answer each question carefully. For questions 3-4, use the space on the back of this sheet.

1. On the chart below are five skills which people need to help make group decisions. On the left side of the chart, write the names of each group member, including yourself. Then tell how well he or she is able to help make decisions. Under each skill, write very well, well, poorly, or very poorly.

STUDENT NAME	KNOWING THE SEVEN WAYS OF DECISION-MAKING	KNOWING THE GOOD AND BAD POINTS OF EACH WAY	KNOWING THE BEST SITUATION FOR EACH WAY	DECIDING WHICH WAY TO USE IN A SITUATION	EVALUATING THE DECISION
1.					
2.					
3.					
4.					
5.					
6.					

2. How well did the group work together while trying the seven ways of decision-making? (Circle one)

   very well　　well　　poorly　　very poorly

3. What kinds of decision-making does the group do well? Give examples to explain your answers.

4. In what areas of decision-making does the group need improvement?

MODULE VIII. COOPERATING

VIII-1 Cooperating
VIII-2 Murder Mystery
VIII-3 The First Step in Group Cooperation
VIII-4 The Second Step in Group Cooperation
VIII-5 The Third Step in Group Cooperation
VIII-6 The Fourth Step in Group Cooperation
VIII-7 The Fifth Step in Group Cooperation
VIII-8 The Sixth Step in Group Cooperation
VIII-9 What Did You Learn?
VIII-10 How Did You Do?
VIII-11 How Did the Group Do?

COOPERATING

To work well together, the members of a group must know how to cooperate. They must be willing to do what they can to help the group stay together and get its work done. In this module, you will be studying cooperation and the way it can help you and your group. Begin by answering the questions below. As you do this, keep in mind that they have no right or wrong answers. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. What does the term cooperation mean to you?

2. In one paragraph, describe a situation where you cooperated with others in a group to get something done. Tell what happened.

3. In one paragraph, describe a situation where members of a group did not cooperate with one another. Tell what happened.

4. Is it important to cooperate with others when you are working in a group? Explain your answer.

MURDER MYSTERY

You are a group of detectives who have been called in to solve a mysterious murder case. Each detective will receive a set of Clue Cards. The Clue Cards you receive will give you pieces of information about the murder. You may tell this information to the others in your group, but do not show your cards to anyone.

Your group will have 30 minutes to solve the mystery by putting all the right pieces of information together. You should figure out the answers to such questions as:

Who was the victim?
Who is the murderer?
What weapon was used?
When did the murder occur?
Where did the murder occur?
Why was the victim murdered?

THE FIRST STEP IN GROUP COOPERATION

1. BLEND TOGETHER THE WORK OF DIFFERENT PARTS OF THE GROUP.

There are six steps in working together as a group. The first step is to blend together the work of different parts of the group. This is especially important when different people in the group have been working on different parts of a project. Sooner or later, the work on all these parts must be brought together so that the whole project can be finished.

When trying to blend together the work of different parts of the group, you should find the answers to such questions as:

1. What job has each part of the group been doing?
2. How do these jobs relate to one another?
3. How does each of these jobs relate to our main project?
4. What ideas and information from each of these parts of the group can we use in our main project? How should each of these ideas or pieces of information be used?

An Activity

You were asked to do a group project in which each group member first did separate research of some kind. Now each group member should give a short report about what he or she found out. You might take notes during this time. Afterwards, work as a group to answer the four questions above. Write the group's answers on a separate sheet of paper. Then move ahead to the Second Step in Group Cooperation.

THE SECOND STEP IN GROUP COOPERATION

1. *Blend together the work of different parts of the group.*
2. WATCH HOW WELL THE GROUP WORKS TOGETHER.

The second step in group cooperation is to watch how well the group works together. This will help you recognize problems and ways to solve them at the same time your group is doing its main job.

When watching how well it works together and trying to decide how it might work together better, the group should ask itself such questions as:

1. Do we all understand our group goals? Are those goals really ones that we all want to achieve?
2. Are we all communicating clearly with one another? Do we communicate both feelings and ideas? Do we listen as well as talk?
3. Does everyone in the group have a share in leading the group, or is only one person the leader?
4. Are we making plans and decisions which everyone, or nearly everyone, agrees on? Are everyone's feelings and ideas being taken into account when we make these plans and decisions? Are we making the kind of plans and decisions that help us to do our job and achieve our goals?
5. Does every member in the group get a chance to explain his or her ideas and use his or her skills and resources? Is each person allowed to be "best at" something or "in charge of" something?
6. Do we encourage expression of conflicting opinions without letting the conflicts tear our group apart? Do we try to work out conflicts instead of ignoring them? Do we try to listen to and use ideas from people on both sides of a conflict?

7. Are the members of our group happy to be working together? Do most or all of them like each other and like the group? Do the members feel comfortable in the group? Do they feel free to talk about their ideas?

8. Do we try to deal with problems as they come up without letting ourselves get bogged down by them? Have we worked out good methods for dealing with problems quickly and effectively?

9. Do all the members of the group try to find ways to improve the group? Are all the members' ideas and suggestions taken into account when we talk about ways to improve? Does our group welcome change and improvement?

An Activity

Think about the group project you are working on. As a group, answer the questions above in terms of that project. Write the group's answers on a sheet of paper. If you write "no" to any of the questions, write down what problems the group has in that area. Then move ahead to the Third Step in Group Cooperation.

THE THIRD STEP IN GROUP COOPERATION

1. *Blend together the work of different parts of the group.*
2. *Watch how well the group works together.*
3. FIND OUT WHY PROBLEMS COME UP.

The third step in group cooperation is to find out why problems come up. Sometimes certain problems seem especially hard to solve. Trying to find out the reasons for these problems can help you find solutions. Then the group can get on with its main work.

When trying to find out why a problem has come up--or why it is hard to solve the group should ask itself such questions as:

1. Do we not really understand what the problem is?
2. Do we have too little information about the problem and about the way it relates to our work and our goals?
3. Is our problem caused by poor communication?
4. Are we trying to choose a solution to the problem before we have thought about enough different possibilities?
5. Are we causing the problem by trying too hard to criticize one another or to compete with one another?
6. Are we causing the problem (or delaying its solution) by insisting that everyone in the group think alike?
7. Do we have a problem because we need more training in how to work in groups?
8. Do we not really want to solve this problem?

An Activity

When you were answering the questions in the Second Step in Group Cooperation you probably noticed some problems your group was having. As a group, pick one of those problems now. Choose one that seems especially important or hard to solve. On a separate sheet of paper, write the group's answers to the questions above.

Afterwards, use these answers to help you solve the problems you have chosen. Write a paragraph describing the group's solution or plans for a solution to the problem. Then move ahead to the Fourth Step in Group Cooperation.

THE FOURTH STEP IN GROUP COOPERATION

1. *Blend together the work of different parts of the group.*
2. *Watch how well the group works together.*
3. *Find out why problems come up.*
4. TALK ABOUT GROUP STANDARDS AND GOALS.

Group standards are ways of working or behaving which the group agrees that its members should follow. Standards may be either "do's" or "don't's." For instance, your group might agree that every member should give ideas before the group makes a decision and that members should not interrupt other members while they are speaking.

The fourth step in group cooperation is to talk about group standards and goals. It is useful, every now and then, to remind yourselves of the group's general goals and of its goals for any particular job. This review will help your group keep its eye on where it is going. It will also help in judging your progress toward your goals and in renewing your group's desire to achieve those goals.

It is important to talk as well as to think about group goals and standards. If the group talks about its goals and standards, everyone in the group can know and agree on what those goals and standards are and, if necessary, can have a chance to change them. When talking about goals and standards, the group should ask itself such questions as:

1. What are our general group goals? What are our goals for this job?
2. How have our goals changed since we first agree on them? What goals have been added? What goals have been dropped?
3. How successful have we been, so far, in accomplishing our goals?
4. What ways of working or behaving do we agree that the group members should follow?
5. What ways of working or behaving do we agree that the group members should not follow?
6. In what ways are these standards related to our group goals?
7. What things do group members need to do to come closer to following the standards we have agreed on?

An Activity

Think about the project your group is working on. As a group, answer the questions above in terms of that project. Write your answers on a separate sheet of paper. Then move ahead to the Fifth Step in Group Cooperation.

THE FIFTH STEP IN GROUP COOPERATION

1. *Blend together the work of different parts of the group.*
2. *Watch how well the group works together.*
3. *Find out why problems come up.*
4. *Talk about group standards and goals.*
5. HELP OTHER GROUP MEMBERS TO DO BETTER WORK.

The fifth step in group cooperation is to help other group members do better work. There are several ways in which you can do this.

1. Help the other members see reasons for what they are doing. Help them want to do their work.
2. Help them do the work by sharing your skills and resources.
3. Praise them when they do a good job.
4. Give friendly suggestions for change when they have a problem or do something wrong.

Before members of a group can give or receive help, they must like and trust one another. Here are some ways that you can build trust between yourself and the other members of your group.

1. Be open and honest in talking about your feelings and ideas.
2. Share your ideas, skills and resources with others.
3. Accept other people's work and ideas (this doesn't mean you can't disagree with them).

4. Encourage other people and help them believe that they can do good work (this doesn't mean you can't make suggestions for improvement).

5. Believe, and help others to believe, that the group can and will work together cooperatively in a situation.

An Activity

Think about the group project you are working on. On your own, answer the first set of questions below in terms of that project. As a group, answer the second set of questions. Write your answers and the group's answers on a separate sheet of paper. Then move ahead to the Sixth Step in Group Cooperation.

Answer these questions on your own:

1. In your work on this project so far, describe a time when you:
    a) helped someone in your group to want to do his or her work
    b) helped someone do work by sharing your skills and resources
    c) praised someone who had done a good job
    d) made a friendly suggestion for change when someone had a problem or did something wrong
2. Do you think the things you did at these times really helped the group work together better?
3. What things might you do during the rest of this project to help other group members do better work? What things might you do to increase trust between yourself and other group members?

Answer these questions as a group:

1. What might we do as a group to help one another more with our work?
2. What might we do as a group to increase trust between members of the group?

THE SIXTH STEP IN GROUP COOPERATION

1. *Blend together the work of different parts of the group.*
2. *Watch how well the group works together.*
3. *Find out why problems come up.*
4. *Talk about group standards and goals.*
5. *Help other group members to do better work.*
6. SET A GOOD EXAMPLE BY YOUR OWN WORK.

The sixth step in group cooperation is to set a good example by your own work. The purpose of setting an example is not to show that you are better than anyone else, but to help others by letting them see how to work or how to behave. Also, if you are setting a good example in your work and behavior, you know you are doing your best to work hard and to help the group.

There are several ways in which you can set a good example for other group members.

1. Follow instructions. This doesn't mean you can't try to change the instructions if you think they are poor. But until they are changed, follow them.
2. Try as hard as you can in whatever work you do.
3. Do work when it needs to be done. Don't wait for someone to order you or push you.
4. Act grown-up. Don't be silly, clown around, lose your temper or do other things that might disrupt the group.

5. Know the group's job and your part in it, and do your part so that it helps make the whole job successful. Help others with their parts, too, if you can.
6. Make sure that your feelings and attitudes, as well as your outward behavior, will help the group work together better.

An Activity

Think about the group project you were working on. On your own, answer the first set of questions below in terms of that project. As a group, answer the second set of questions. Write your answers and the group's answers on a separate sheet of paper.

Answer these questions on your own:

1. Tell whether you think you do or do not set a good example for the group in each of the behaviors listed below. If you do not think you set a good example, tell how you might set a better example during the rest of your work on this project.
    a) Following directions
    b) Trying as hard as possible
    c) Doing work when it needs to be done
    d) Acting grown-up
    e) Knowing the group's job and your part in it
    f) Making sure that your attitudes help the group
2. In which of the areas just mentioned do you think you set the best example? The worst example? Explain your answers.

Answer this question as a group:

1. Which person in your group sets the best example and which sets the worst example in each of the six behaviors listed above. For instance, who is best at following directions and who is worst at it? For each behavior, explain why you named the two people you did.

WHAT DID YOU LEARN?

In this module, you have been studying group cooperation. Now try to answer the questions below. Write your answers in the space below and on the back of this sheet. Use extra paper if you need it.

1. Explain what it means to cooperate in a group.
2. Group cooperation is important. Explain why you agree or disagree with this statement. Give an example to support your answer.
3. What are six steps in working together in a group? Briefly describe each one.
4. In your opinion, which of those six ways is most important? Why?
5. Has this module helped you learn more about how to cooperate with others.

HOW DID YOU DO?

Answer each question carefully. For questions 3-5, use the space on the back of this page.

1. How well do you cooperate? Below are six skills people need to work well with others in a group. Circle the phrase that describes how well you can do each one.

   - Blending together the work of different parts of the group.

     very well   well   poorly   very poorly

   - Watching how well the group works together.

     very well   well   poorly   very poorly

   - Finding out why problems come up.

     very well   well   poorly   very poorly

   - Talking about group standards and goals.

     very well   well   poorly   very poorly

   - Helping other group members to do better work.

     very well   well   poorly   very poorly

   - Setting a good example by your own work.

     very well   well   poorly   very poorly

2. How well did you work in the group? (Circle one)

   very well   well   poorly   very poorly

3. In terms of cooperation, what were you best at while working with the group?

4. What did you have the most trouble with?

5. How can you improve the way you cooperate with others in a group?

HOW DID THE GROUP DO?

Answer each question carefully. For questions 3 and 4, use the back of this sheet.

1. On the chart below are six skills which people need to work well with others in a group. On the left side of the chart, write the name of each group member. Then tell how well he or she cooperates with others. Under each skill, write very well, well, poorly, or very poorly.

STUDENT NAME	BLENDS TOGETHER DIFFERENT PARTS OF THE GROUP	WATCHES HOW THE GROUP WORKS TOGETHER	FINDS OUT WHY PROBLEMS COME UP	TALKS ABOUT GROUP STANDARDS AND GOALS	HELPS OTHERS DO BETTER WORK	SETS A GOOD EXAMPLE FOR OTHERS
1.						
2.						
3.						
4.						
5.						
6.						

2. How well did the group work together on its project? (Circle one)

very well well poorly very poorly

3. In what ways did the group work together well?

4. In what areas of cooperation does the group need improvement?